University of Bedfordshire

## Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

| Course Title | BSc (Hons) Integrated Health and Social Care (and with Foundation Year) |
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| Final Award | BSc (Hons) |
| Route Code | BSHSCAAF/BSHCAAP/BSHCFAAF |
| Intermediate Qualification(s) | CertHE Integrated Health and Social Care |
| | DipHE Integrated Health and Social Care |
| FHEQ Level | 6 |
| Location of Delivery | University Square Campus, Luton |
| Mode(s) and length of study | Full-time over 3 years<br><br>Part-time pathway typically over 6 years<br><br>4 years full-time with Foundation Year |
| Standard intake points (months) | October and February |
| External Reference Points as applicable including Subject Benchmark | QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024).<br><br>QAA Subject Benchmark Statements Health Studies (2024).<br><br>Office for Students Sector Recognised Standards (2022) |

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| **Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement** | N/A |
| **HECoS code(s)** | 100476 |
| **UCAS Course Code** | L590 |

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| **Course Learning Outcomes** | 3 | Develop an understanding of existing and newly emerging roles across the integrated health and social care sector and requisite skill sets and begin the process of identifying potential pathways to a graduate destination | Cert HE Integrated Health and Social Care; DipHE Integrated Health and Social Care; BSc (Hons) Integrated Health and Social Care |
| | 4 | Demonstrate knowledge and analytical understanding of professional ethics and skills of health and social care practice by successfully completing a period of approved work-based learning | DipHE Integrated Health and Social Care; BSc (Hons) Integrated Health and Social Care |
| | 5 | Locate the role of service user voice in the design, delivery and management of health and social care services and how these perspectives are articulated within the newly established Integrated Care Boards and through the mixed economy of service providers | DipHE Integrated Health and Social Care; BSc (Hons) Integrated Health and Social Care |
| | 6 | Work both independently and collaboratively to demonstrate a conceptualised understanding and critical awareness of a range of issues and theories related to the impact of difference and diversity on the incidence and experience of health, illness, disability and ageing in advanced industrialised and developing societies globally | DipHE Integrated Health and Social Care; BSc (Hons) Integrated Health and Social Care |
| | 7 | Appreciate key qualitative and quantitative research methodologies and associated data analysis techniques as applied in a health and social care context, and the role of social research in understanding health and social care data and its use within the sector | DipHE Integrated Health and Social Care; BSc (Hons) Integrated Health and Social Care |
| | 8 | Critically Articulate reasoned arguments that demonstrate a critical understanding of the relationship between well-being, health and social need, and health and social care provision in advanced industrialised societies and the links between populations from across the globe. | BSc (Hons) Integrated Health and Social Care |
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| 11 | Conduct an in-depth piece of independent research or service improvement project related to a relevant issue within the health and social care field to enhance future employability and evidence relevance and application of course learning. | BSc (Hons) Integrated Health and Social Care |
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This course is designed both for those with or without professional experience of employment in health and social care who aspire to work in a range of roles and settings across the sector. It offers two distinct pathways:

a. The design and delivery of Integrated Services

b. Health and Social Care in the Community

A variety of teaching methods are used across the course. Learning is carefully scaffolded across the years of study to support and empower students in their journey to becoming independent learners.  Examples of teaching approaches include lectures, seminars, tutorials, workshops, flipped learning (where learning materials are provided for student engagement prior to class), work-based learning, simulations, group work, role plays and computer based activities. Our emphasis is on student participation, engagement and active learning. Discussions and debates encourage students to share their views and learn from each other as well as from course tutors. Guest speakers from professional practice and research provide stimulus, information and up-to-date knowledge. Patchwork tasks are used for students to test their skills (for example in the Level 5 Work-based experience unit). The Faculty has invested considerable resources in simulation facilities which will provide opportunities to bring students together for interdisciplinary and inter-professional learning. Our teaching is underpinned by research and teaching staff have both research as well as professional practice experience, bringing both practice and research to the curriculum.  The majority of SASS staff have HEA Fellowship statuu lecturgtafc          ip statuu lectu                              i

**Teaching, learning and assessment strategies**

Closely aligned to Culturally Sustaining Pedagogy our pedagogic approach across the School, is the integration of Social Justice Pedagogy (Ashwin et al., 2015[1]) which has particularly informed our assessment strategy. This recognises the fact that traditionally our assessments are value laden and culture biased by codifying cultural, disciplinary and individual norms, values and knowledge hierarchies, which often then creates the exclusion of students unfamiliar with such contexts. Frequently, this disassociation can create students that are merely assessment-focussed and just want to know how to pass. For us it is crucial to ensure we have 'Assessments for learning' as well as 'Assessments of Learning'.

[1] https://www.bloomsbury.com/uk/reflective-teaching-in-higher-education-9781350084667

| Learning support | Traditionally, students at the University of Bedfordshire come from a diverse range of backgrounds with a mix of abilities. |
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| | All SASS courses will, from the outset, plan for and adjust for those students who are from diverse backgrounds and will seek to identify very early on who requires additional support. It will be the role of the Course Coordinators and Personal Academic Tutors to meet with and discuss the support available, bring in the specialist services to speak with the students and to signpost wherever needed. From the beginning of 2023-24 academic year the School of Applied Social Sciences has enjoyed the availability of four academic success coaches who offer support to students outside of the classroom environment thereby complementing the lecturer and PAT functions. |
| | In our full-time, university-based provision, the range of ability and experience of education is especially evident in the classroom, and our strengths in working with this diversity are frequently noted by External Examiners. As part of a widening participation institution, we seek to enable students from non-traditional backgrounds to enter, and succeed in, higher education. In addition, courses in our subject area tend to attract returners to learning who wish to build on their experiences in the workplace. More recently, the School has embedded culturally sustaining pedagogy as integral to its teaching, learning and assessment strategy. |
| | All students will be allocated a personal academic tutor (PAT) at the start of the course. The tutor will be responsible for assisting with issues such as attendance and progression. One-to-one tutorials will be conducted with students to ensure there is a flow of information. The course team can communicate with students, generally via e-mail, a forum, or through the community groups and announcements on our online learning platform, BREO. There is additional specialist support available in the University for a range of issues by contacting student support or visiting the Student Information Desk. Teaching staff will advertise their office hours and availability so that students know how and where to contact them outside of lecture hours. |
| | Students who have disabilities will be supported by all staff at the University and are protected under The Equality Act 2010. Reasonable and anticipatory adjustments can be made for individuals in terms of learning materials, activities and assessments. The Health and Wellbeing team will give specific and individual advice and support. Students who have declared a disability or support need on application will be contacted and guided on issues regarding their needs. A learning and teaching support plan (LTSA) should be put in place prior to attending and also a Personal Emergency Evacuation Plan (PEEP) if appropriate. Students without supporting evidence can obtain advice from the Health and Wellbeing Team. LTSA plans are reviewed annually to ensure they remain relevant to the needs of the students. |
| | The Learner Development (LD) team in the ALTE has a host of excellent resources to students develop their academic and research skill, including writing, essay planning, maths, time management and much more. A key aspect of scholarly writing will be to learn how to cite the literature in assignment and the LD also have a host of self-help resources focusing in on referencing and avoiding plagiarism. |
| | The School of Applied Social Sciences has a specialist librarian who has in-depth knowledge of the subject matter, topics and themes that will be covered in the courses. The librarian is available to help support students find and access the resources they need to read and research around their unit subject. |

| **Admissions Criteria** | https://www.beds.ac.uk/entryrequirements<br><br>**Approved Variations and Additions to Standard Admission**<br><br>None<br><br>https://www.beds.ac.uk/about-us/our-university/academic-information |
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## Section B: Course Structure

Section C: Assessment Plan

The course is assessed as follows :

**BSHSCAAF/BSHCAAP/BSHCFAAF-**

| ASS153-3 | 6 | SEM2 | Core | PJ-ART | 8 | WR-PO | 12 | | | | |

## Glossary of Terms for Assessment Type Codes

CW-CS