



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## BSc (Hons) Social Care, Justice and Recovery

Course Code: BSCJR

2019/20

[leedsbeckett.ac.uk](http://leedsbeckett.ac.uk)

# BSc (Hons) Social Care, Justice and Recovery

## Material Information Summary for 2019/20 Entrants

Confirmed at 5<sup>th</sup> October 2018

---

### General Information

<b>Award</b>	Bachelor of Science (with Honours) Social Care, Justice and Recovery
<b>Contained Awards</b>	Bachelor of Science Social Care, Justice and Recovery Diploma of Higher Education Social Care, Justice and Recovery Certificate of Higher Education Social Care, Justice and Recovery
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification &amp; Credits</b>	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total)

### Course Lengths & Standard Timescales

The standard start date for Leeds Beckett University induction week is reproduced below and relates to the majority of students starting a course in September 2019. A proportion of courses have alternate start dates which are displayed on the online prospectus and additionally will be notified to the students concerned via the offer letter. Non-September starters will also have their start dates confirmed in their offer letters.

- 3 years (full time, campus based)  
Starts 23<sup>rd</sup> September 2019/ Ends June 2022
- 6 years (part time, campus based)  
Starts 23<sup>rd</sup> September 2019/ Ends June 2025

<b>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that advertised within this Course Specification but the modules offered within each level are as advertised. Please note that the work placement option is not available to PT students.
------------------------	---

<b>Location(s) of Delivery</b>	City Campus, Leeds (plus location of work placement)
--------------------------------	--

<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/">http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/</a>
---------------------------	--

## Course Fees

Course fees and additional course costs are confirmed in your offer letter

## Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions can be discussed with your Course Administrator.

## Policies, Standards and Regulations

<http://www.leedsbeckett.ac.uk/public-information/>

There are no additional or non-standard regulations which relate to your course.

## Key Contacts

<b>Your Course Leader</b>	Maxine Bell
<b>Your Academic Advisor</b>	Your Academic Advisor from the course team will be confirmed at induction
<b>Your Course Administrator</b>	Amanda Roberts

## Placement Information

<b>Summary</b>	Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found <a href="#">here</a> .
<b>Length</b>	100 hours (3 weeks) at level 4, 120 hours (4 weeks) at level 5 and 370 hours (10 weeks) at level 6.
<b>Location</b>	Student choice

## Professional Accreditation or Recognition Associated with the Course

<b>Professional Body</b>	There are no professional, statutory or regulatory bodies associated with this course.
--------------------------	--

## Course Overview

### Aims

The course aims to develop both vocational and academic skills within our students, and to support and empower them to work with socially marginalised service users in complex community settings, across a range of social care, criminal justice health and welfare services. The aims of the course have been developed in accordance with the QAA Benchmark Statements for Social Policy (2016), the QAA Frameworks for Higher Education Qualifications (2008) and the University's Education Strategy 2016-21.

The course aims to enhance students critical thinking skills and develop their capacity to respond to complex social needs in community practice settings. To do this the course facilitates a learning pathway that allows the student to understand the complex interaction between social exclusion and social crises at a local individualised micro level; and the broader links to social policy and legal frameworks in managing social crises and complexity at a macro level in the community. The course introduces students to a range of practical and vocational skills including an integrated practitioner communication skills 'tool box' for practice at every level. Students are also introduced to key concepts and contemporary issues within community based practice.

The course also facilitates evidence based practice and contemporary models of practice for working within a community based context. The course seeks to enhance the employability of students and one of the central features of the course is the integrated work-related learning opportunities during the first two years of the course; this is further enhanced by a final year placement within community based services. This approach allows students to build and enhance their employability, enterprise skills and confidence in a range of diverse community based practice contexts.

We would also like to acknowledge in the spirit of flexibility, and supporting the student learning experience that students on the course will be able to transfer to a more appropriate aligned course, if they feel that this is the right education and learning route for them. Appropriate courses could include: social work, working with children, young people and families, and youth and community work (JNC), as examples. The School of Health & Community Studies, and the wider university, supports and promotes internal transfer of students where appropriate.

At level 4 the modules aid student transition into the University environment and provide a sound understanding of key concepts and knowledge. In the Professional and Academic Skills module students are introduced to the key academic skills that are required to assist the development of reflective learning. Upon completion of level 4 students have been introduced to some key theoretical concepts that are drawn from a range of sociological and psychological theory, including theories of the life-course and principles of social justice and equality. The inclusion of work-related learning at level 4 allows students to integrate work-related learning, in the form of volunteering or paid work in social care, with academic learning.

At level 5 students begin to consolidate and contextualise their learning with modules that allow them to develop an understanding of the contemporary context of social care, justice and recovery work. The inclusion of a work-related learning module further enhances vocational learning, situated alongside academic reflection. This combination of academic skills and work-related learning assists the development of professional skills and enables students to apply their knowledge and understanding to an area of adult social care practice. Students begin to develop and embed research skills through the Developing Research in Practice module which explores and situates practical research skills with qualitative and quantitative research methodologies in preparation for the level 6 research project.

At level 6 students are supported to become independent critical thinkers who are more confident and reflective about their own academic and professional development. A protracted period of placement at level 6 enables students to develop an in-depth understanding of an area of adult social care practice, further enhancing the students communication, organisational and professional skills. The research project module supports the development of independent critical research through the direct application of research methodologies. The link between research and practice is integrated with research becoming situated within areas of specialist contemporary adult social care practice. This allows the student to integrate work-related learning and critical thinking skills.

### Course Learning Outcomes

At the end of the course, students will be able to:

1	Be able to critically reflect on their personal and professional value base and how it informs their understanding of the wider community, society and social care service provision.
2	Have developed a critical and theoretical understanding of social complexity and inequality at a local, national and international level; and the interconnections that exist between this macro and micro context.
3	Be able to explain and understand the importance of integrated community based care and multi-disciplinary practice as a practice framework, including social care, criminal justice and health care.
4	Demonstrate a high level of problem solving skills within socially complex situations and deliver effective communication in multiple formats (oral, written and digital).
5	Have developed a critical, in-depth understanding of communications skills, participatory frameworks, evidence based practice and safeguarding.
6	Be able to identify, assess and intervene with complex social issues using a range of appropriate practice interventions that promote multi-disciplinary working and participation with service users and carers.

### Teaching and Learning Activities

#### Summary

The course encompasses a wide range of teaching and learning activities. Central to this is the delivery of lectures, supported by contextual seminars and workshops. The course also encompasses work-related learning activities at all levels embedding a practice learning context and developing and enhancing employability.

The use of seminars and workshops are central to delivering the course. Seminars and workshops offer course specific focused debate and discussion on the subjects presented within the lectures. This allows for a rich dialogue and debate within the subjects of social care, justice and recovery. Seminar and workshop discussion aims to nurture and encourage critical thinking, enabling students to develop critically informed discussion points and informed views within a safe collegiate space.

Building upon the critical thinking and discussion skills created by the seminar/workshop process, the teaching and learning activities aim to promote student participation with students taking a lead in seminars/workshops and delivering presentation to peers. Supporting this participatory process are group work, action learning sets, peer feedback and team working skills. These teaching and learning methods aim to promote student analytical skills and critical thinking, and these are developed through reflective learning and problem based learning activities.

Digital learning objects and digital audio and video tools are widely used throughout the course curriculum to support teaching and learning. These are introduced at level 4 to support the digital learning and communication. Students are asked to produce a digital communication output in Politics of Everyday Life and

in Engaging and Communicating. These outputs take the form of a podcast/vlog for the Politics module and a practice skills video within Engaging and Communicating. Multimedia sources are used to engage and support students' learning in a comprehensive manner throughout the course.

Students engage in authentic learning experiences throughout the course; this can be observed throughout our inclusion of communication skills modules at all levels. This approach to communication based skills develops a comprehensive tool box of skills for practice. Level 4 has the Engaging and Communicating module; level 5 Enhanced Communication: Therapeutic Approaches to Support module; and level 6 has Advanced Communication Skills: Empowerment and Advocacy module. The modules emphasise direct practice skills, the importance of inter-disciplinary working and the ability to interact with socially complex service user groups. The inclusion of the experiences of those who have lived experience of services is central to learning and teaching and activities are supported by the School's Service User and Carer group.

## **Your Modules**

*(Correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable).*

### **Level 4 Core Modules (2019/20 for FT students and 2019/20 and 2020/21 for standard PT students)**

Engaging & Communicating

Human Growth & Development Across the Lifespan

Politics of Everyday Life

Professional & Academic Skills

Social Justice & Inequality

Working Positively with Adults: Empowering Relationships

### **Level 5 Core Modules (2020/21 for FT students and 2021/22 and 2022/23 for standard PT students)**

Developing Research In Practice: Adults

Emerging Issues in Practice

Enhanced Communication: Therapeutic Approaches to Support

Safeguarding: Adult & Child Protection

Working Positively with Adults: Enterprise & Engagement

### **Level 5 Option Modules (delivery years as per Level 5 core modules above)**

*The following option modules are indicative of a typical year. There may be some variance in the availability of option modules*

Drama & Creative Arts: Creative Ways of Working with Individuals & Groups

Informal Education Approach to Health & Wellbeing

Outdoor & Adventurous Activities

**Level 6 Core Modules (2021/22 for FT students, 2022/23 for sandwich placement students and 2023/24 and 2024/25 for standard PT students)**

Advanced Communication: Empowerment and Advocacy

Community Practitioner - Work Related Learning 3

The Global Practitioner

Research Project

**Assessment Balance and Scheduled Learning and Teaching Activities by Level**

The assessment balance and overall workload associated with this course are calculated from core modules and a sample of option module choices undertaken by a typical student. They have been reviewed and confirmed as representative by the Course Director.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, placement activities and independent study. Sandwich placement years spent out of the University are not be included in the calculation unless they are credit bearing and attributed to a level of the course. Modules may have more than 1 component of assessment.

<b>Assessment Balance</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
Examination			
Coursework	82%	63%	100%
Practical	18%	37%	
<b>Overall Workload</b>			
Teaching, Learning and Assessment	210 hours	208 hours	116 hours
Independent Study	890 hours	872 hours	714 hours
Placement	100 hours	120 hours	370 hours

**Learning Support**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find

the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is [StudentHub@leedsbeckett.ac.uk](mailto:StudentHub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.