LEEDS BECKETT UNIVERSITY

School of Health & Community Studies

Course Specification

BSc (Hons) Social Care, Justice and Recovery

PROGRAMME CODE: BSCJR

2018-19

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Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
1	L4 Politics of Life now semester 1 L4 Social Justice and Inequality now semester 2	2018-19

Version Control

Version Control	
Version number and date effective	Sept 18 (validated Nov 17)
For completion by Quality Assurance Services only:	
Next Re-validation date	No later than July 2024

Contents

Target award, course title and programme code
BSc (Hons) Social Care, Justice and Recovery BSCJR

Level of qualification
Level 6

Course Rationale and Philosophy

The professional and vocational landscape within social care, criminal justice and community care has changed significantly in recent years. The introduction of market reforms within traditional public services has seen a new range of professional roles emerge that do not require traditional social work, youth work or nursing qualifications. Contemporary services across health/mental health, criminal justice, housing and social care require a flexible workforce that has key skills in critical thinking, communication, evidence based practice, models of care/intervention and safeguarding interventions. This course has been designed in consultation employers from the health and social care sectors within the region and is positioned to attract prospective students who would like to understand and explore human and social complexity, but to do so in a way that blends academic learning with pragmatic vocational skills for the contemporary work environment. The University has a long tradition of education and training within health and social care, and a range of courses including social work, nursing and youth work are offered at undergraduate and postgraduate levels within the School of Health and Community Studies. This course extends and supports the School's portfolio of courses by providing a non-professional route for graduates who seek to work within an increasingly diverse health and social care sector.

Overview and 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 qualitative 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:

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.

Level Learning Outcomes

At the end of the level students will be able to:

Level	No.	Learning Outcome
4	LO1	Demonstrate appropriate academic skills measured through the assessment process, and an ability to communicate in a clear and concise manner, both written and orally.
4	LO2	Communicate a good understanding of the social, cultural and economic impact of social policy upon both the local community and community based social care, health and criminal justice services.
4	LO3	Demonstrate an understanding of the importance of volunteering in building personal and professional capacity, and demonstrate self-management and planning skills within a volunteering context.
4	LO4	Understand and articulate adult social complexity with reference to recovery from mental health; behaviour change in relation to adult offending; and structural welfare support for adults experiencing pervasive inequality.
4	LO5	Develop an understanding of multi-disciplinary working within a multi-agency practice context.
4	LO6	Explore and reference a range of political ideas and examine their impact on everyday lived experience of individuals, groups and communities.
5	LO1	Intellectually engage with and contextualise social care and community work methods and approaches, including the development of communication skills such as group work and advocacy approaches.
5	LO2	Evaluate and appraise national policy and legal safeguarding contexts for adult and children social care practice.
5	LO3	Demonstrate an understanding of evidence based practice and be able to understand the importance of research informed practice.
5	LO4	Evaluate and reflect upon their own personal and professional value base, in order to work in a socially aware and informed manner.

5	LO5	Demonstrate and communicate an understanding of models of practice across a range of social care practice settings.
5	LO6	Communicate and explore a range of socially complex contemporary issues and how these issues impact upon individuals, groups and communities.
6	LO1	Develop and demonstrate higher level communication skills in order to engage with social crises and service users with complex needs.
6	LO2	Develop and enhance their knowledge around contemporary research methodologies, data collection and analysis and explore their suitability for practice.
6	LO3	Be able to critically explore and understand the impact of local, national and international policy developments in response to global social complexity.
6	LO4	Communicate effectively using a range of diverse theoretical approaches to demonstrate learning in evidence based approaches to community practice.
6	LO5	Apply developed critical thinking and knowledge to promote understanding and awareness of the self in relation to becoming a reflective practitioner.
6	LO6	Demonstrate an ability to critically engage with contemporary debates that explore the impact of globalisation on individuals, groups and communities.

Course Structure

Full time route			

Level 4 Year 1			

A key focus of the University's Education Strategy 2016-21 is to enhance the level 4 first year learning experience, with a concentration on transition, so as to enable all students to understand, and meet, the challenges of learning within a University and support their success at the next levels of their course. A consolidated period of induction, targeted activities throughout the first year and a dedicated personal tutor are all intended to support the transition to becoming an effective learner. The level 4 Professional and Academic Skills module is specifically designed to assist students in developing key academic skills and to encourage students to take personal responsibility for their learning. Students are supported in developing their communication skills as part of their progression to be becoming effective practitioners.

Semester 1	Core	Semester 2	Core
Professional and Academic Skills 20 credits*	Y	Engaging and Communicating 20 credits*	Y
Politics of Everyday Life 20 credits*	Y	Human Growth and Development across the Lifespan 20 credits*	Y
		Social Justice and Inequality 20 credits*	Y
Working Positively with Adults: Empowering Relationships – Work Related Learning 1 20 credits *Includes 100 hours of work-related learning*			Y

Level 5 Year 2			

Student progression to level 5 provides the opportunity to consolidate learning and to develop more specialist academic knowledge that emphasises learning in context within adult social care. At level 5 students extend their personal and professional knowledge base with the Enhanced Communication: Therapeutic Approaches to Support module. The Working Positively With Adults: Enterprise and Engagement module extends their knowledge and experience of work-related learning, making clear links between practice, theory and policy within a supportive education framework. Throughout level 5 students are supported to contextualise their learning, with lectures, seminars, work-related learning and tutorials providing a framework to emphasise the transferable skills that prepare them for employment related practice.

Semester 1	Core	Semester 2	Core
Enhanced Communication: Therapeutic Approaches to Support 20 credits*	Y	Developing Research In Practice: Adults 20 credits	Y
Safeguarding: Adult and Child Protection 20 credits*	Y	Emerging Issues in Practice 20 credits*	Y
Working Positively with Adults: Enterprise and Engagement – Work Related Learning 2 20 credits *Includes 120 hours of work-related learning*			Y
		One option module (all 20 credits)*: • Drama and Creative Arts: Creative Ways of Working with Individuals and Groups • Informal Education Approach to Health and Wellbeing • Outdoor and Adventurous Activities	N

Level 6 Year 3			

At level 6 students are supported to become independent critical thinkers. This level of study provides an integrated link between placement in employment within the Community Practitioner module and the academic learning within the Global Practitioner, Research Project, and Advanced Communication: Empowerment and Advocacy modules. This level focuses on integrating independent thinking through directly supporting students to join up critical 'macro' theory with 'micro' professional skills within adult social care practice. This process aims to create an integrated link between reflection, theory and adult social care practice. The emphasis of teaching and learning

at level 6 is positioned to provide a programme of study which enables the appropriate learning experience and provides the student with the skills and knowledge necessary to move to employment or progress to relevant postgraduate study.

Semester 1	Core	Semester 2	Core
Advanced Communication: Empowerment and Advocacy 20 credits*	Y	The Global Practitioner 20 credits*	Y
Community Practitioner – Work Related Learning 3 40 credits *Includes 370 hours of work-related learning*			Y
Research Project 40 credits			Y

NB - All option modules are indicative.   **Modules shared with other courses*

Part time route			
Level 4 Years 1 and 2			
For the level details, see information in the full-time route section.			
Year 1, Semester 1	*Core*	*Year 1, Semester 2*	*Core*
Professional and Academic Skills	Y	Human Growth and Development across the Lifespan	Y
Working Positively with Adults: Empowering Relationships – Work Related Learning 1 *Includes 100 hours of work-related learning*			Y
Year 2, Semester 1	*Core*	*Year 2, Semester 2*	*Core*
Social Justice and Inequality	Y	Politics of Everyday Life	Y
		Engaging and Communicating	Y
Level 5 Years 3 and 4			
For the level details, see information in the full-time route section.			
Year 3, Semester 1	*Core*	*Year 3, Semester 2*	*Core*
Enhanced Communication: Therapeutic Approaches to Support	Y	Emerging Issues in Practice	Y
Working Positively with Adults: Enterprise and Engagement – Work Related Learning 2 *Includes 120 hours of work-related learning*			Y
Year 4, Semester 1	*Core*	*Year 4, Semester 2*	*Core*
Safeguarding: Adult and Child Protection	Y	Developing Research In Practice: Adults	Y
		One option module: - Drama and Creative Arts: Creative Ways of Working with Individuals and Groups - Informal Education Approach to Health and Wellbeing - Outdoor and Adventurous Activities	N
Level 6 Years 5 and 6			
For the level details, see information in the full-time route section.			
Year 5, Semester 1	*Core*	*Year 5, Semester 2*	*Core*
Advanced Communication: Empowerment and Advocacy	Y		
Community Practitioner – Work Related Learning 3 *Includes 370 hours of work-related learning*			Y
Year 6, Semester 1	*Core*	*Year 6, Semester 2*	*Core*
		The Global Practitioner	Y
Research Project			Y

NB - All option modules are indicative.

Contained awards available

Qualification	Title	Level
Certificate HE	Social Care, Justice and Recovery	4
Diploma HE	Social Care, Justice and Recovery	5
BSc (ordinary)	Social Care, Justice and Recovery	6

Length of course, FT/PT and mode of study

Course	Length	FT/PT	Mode
BSc (Hons) Social Care, Justice and Recovery	3 years	FT	Campus based
BSc (Hons) Social Care, Justice and Recovery	6 years	PT	Campus based

Learning and Teaching

Learning and Teaching Approaches

The University's Strategic Planning Framework 2016-21 outlines our vision of being an excellent, accessible, globally engaged university contributing positively to a thriving Northern economy. The strategic aims and objectives include an 'excellent education and experience' supported by leading research and academic enterprise; a community of great people; and sustainable resources.

The course team has based its learning and teaching approaches on the premise that students have a diverse range of learning styles. With this diversity of learning styles in mind we are committed to a variety of techniques and practices to support learning and teaching. Formal teaching takes place and be delivered in a variety of formats; lectures, seminars and tutorials are the primary modes of delivery, and these are supported by challenging and authentic tasks within groups and skills workshops. Formal teaching is situated in the University in multipurpose teaching spaces; additional specialist teaching spaces are used to facilitate developing communications skills, including communication suites and the use of the mock court for practice simulation.

The course supports, and has combined lectures within the BA (Hons) Working With Children, Young People and Families course. This is a deliberate construction and based upon the professional and operational context of social care and community based services. Many of the core skills, values and attributes needed are coherent and congruent across both courses. Adults, children and families do not exist in a vacuum; they form part of the social context within larger society and community base practice. Learning and teaching across the three years of the two courses course are a distinct and separate educational experience. Level 4 is a combined year due to the foundational nature of the course. However, distinct separation occurs in all modules through the course specific seminars and workshops; physical separation occurs within the level 4 Working Positively Adults: Empowering Others, offering a distinct work-related learning adult social care experience for students. Level 5 sees a more distinct separation of the courses within the following modules: Working Positively with Adults: Engagement and Enterprise, and Developing Research in Practice: Adults.

This separation continues at level 6 with the Community Practitioner and Research Project modules remaining unique to BSc (Hons) Social Care, Justice and Recovery. Reflecting on the integration it must be recognised that while our courses have values, knowledge and skills in common, we keep a separate identity in the delivery and discussion at each level within the modules; those modules that are combined have separate spaces for seminar and workshop discussion to allow students to explore learning within their own specialists skills and knowledge context.

Learning and Teaching Activities
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.

Work-related Learning
One of the objectives set out in the University's Strategic Planning Framework 2016-21 is to provide an 'excellent education and experience' to all our students. This involves enhancing the students' educational experience through a focus on employability and work-related learning. There are a range of activities which are designed to enhance our students' employability within the course, some of which are embedded within the curriculum and some of which are co-curricular activities. Within the course, multi-disciplinary and inter professional learning remains a central component of learning and teaching activities and at all levels we offer a form of work-related learning to enhance and develop capacity for student employability. The Learning Pathway in the University's Education Strategy provides the framework in which work-related skills are developed and progressed.

The work-related learning offered at all levels is supported by the Practice Learning and Employability Unit (PLEU). Work-related learning at levels 4 and 5 is flexible and agile. Students work with the PLEU to identify their placement learning opportunity, or they may wish to use paid employment within adult social care, justice and recovery services as part of their structured learning. The final work-related learning experience at level 6 is an allocated placement taken from our PLEU contact database. Students choose their professional area. However, this level 6 Community Practitioner WRL module is a formal placement experience, with an extended period of attendance and academic practice placement portfolio. At each level an academic tutor/workplace mentor supports the placement experience, acting as a point of contact for the organisation and management of the placement experience, and also providing support for the academic work-related learning (portfolio).

The level 4 module Working Positively with Adults: Empowering Relationships provides students with a work-related learning opportunity within an adult social care context. The Education Strategy supports students at level 5, to: 'Extend their awareness of the academic, professional and personal opportunities available upon graduation and are 'supported and encouraged to put their knowledge and skills into practice in an employment-related context'. Hence the level 5, Working Positively with Adults: Enterprise and Engagement module places emphasis on a placement using enterprise and engagement skills to develop a bespoke project in a practice context. The Education Strategy supports level 6 students 'to demonstrate the application of their knowledge and skills within real-world contexts, as well as fully meeting our University's graduate attributes'. Within the course this translates into the Community Practitioner module; in this module students undertake a placement in which they are required to integrate into a full role acting as secondary member of an adult social care team. The placement is supported and co-ordinated through the course with placement tutor support and an integrated academic learning practice portfolio.

Graduate Attributes
All our undergraduate students develop the University's three graduate attributes: **Enterprise, Digital Literacy**, and **Global Outlook**. These attributes are embedded throughout the course.

Enterprise as a concept forms part of the professional landscape of social care service provision; to support this learning and graduate attribute we have embedded it throughout the course. At level 4 we embed enterprise as a core concept within Professional and Academic Skills and Working Positively with Adults: Empowering Relationships; both these modules look at enterprise within classroom learning activities and through direct learning

and observation within practice. The concept of Enterprise is clearly developed at level 5 through the work-related learning module Working Positively with Adults: Enterprise and Engagement, where students develop relevant enterprise skills for project work within a direct social care context.

Digital Literacy is systematically integrated throughout all modules through teaching, learning and assessment strategies. However, to explore this concept further, the modules Working Positively with Adults (level 4), Working Positively with Adults: Enterprise and Engagement (level 5) and Community Practitioner (level 6) embed digital literacy throughout the course. All the modules use a range of digital platforms to complete module assessment including the use of a VLE environment through PebblePad, which is used as a digital repository to support written reflections, video logs and audio communications to demonstrate student learning and progression in relation to digital literacy.

A **Global Outlook** is embedded at multiple levels within the course. Globalisation and diversity are essential components of academic learning and professional placement. The Politics of Every Day Life at level 4 and The Global Practitioner module at level 6 directly addressing this graduate attribute. We want students to understand and appreciate that the complex social forces of globalisation interconnect with everyday life and social care practice in an integrated manner.

Use of the Virtual Learning Environment
The use of the VLE is an integrated component of course design, structure and delivery. Digital literacy can be considered an essential component of the course and the VLE is the foundational starting point for all digital learning. The VLE (My Beckett) is used as an interactive repository for course and module information; lecture slides/notes; web links, digital reading material and audio visual material. Formative and summative assessment tasks are also accessible through My Beckett, and informal and formal student feedback. Interaction with the VLE is supported and encouraged from the beginning of the student experience.

The use of VLE does not minimise or replace traditional modes of delivery. Lectures, seminars and tutorials form core teaching and learning activities. The use of VLE is supportive to this mode of delivery allowing students to access course materials with ease via electronic platforms at home or on the University campus. The use of VLE also facilitates better academic-student communication with all materials including staff contact details, assessment schedules and course guidance. Staff and students use the VLE to communicate electronically and supportive tutorials can be booked in using the online system.

Through the VLE students are signposted to specific e-journals and e-books within the modules and provided with appropriate digitised reading materials. The VLE also acts as a platform for student induction in the use of electronic databases to assist them with their independent study, critical learning and ongoing course work.

The use of VLE is also essential for online assessment submission. Turnitin and PebblePad are the primary learning platforms that are used for the delivery of module assignments and assessments submission. Supporting these platforms are the use of podcasts and vlogs. Students may submit these forms of audio visual material as part of the assessment submission process. Traditional written coursework submitted via Turnitin allows the

submission of drafts to support student independent learning in relation to writing skills and plagiarism.

Use of Blended Learning
The course uses reusable learning objects (RLOs) in a number of modules to support the student learning experience. RLOs allow students to work at their own pace and explore key concepts and themes in a supportive and independent manner. We also promote and explore online discussion boards to support critical thinking and discussion in a controlled and safe manner within the VLE.

One of the key RLOs and blended learning approached we employ is the use of flip teaching or a flipped classroom. Flipped classroom is a form of learning in which student consume and explore new teaching content online by watching video lectures independently (usually at home). The lecture (classroom) is now used to explore the lecture content using what would traditionally be the independent study section set within the lecture. This flipped method allows for a critical exploration of key module themes enhancing and supporting a deeper student learning experience.

Student Support

Student Support Network
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.

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.

Course Support and General Academic Advice
The course team consider academic and pastoral support as imperative for any student entering University, regardless of their academic level. Throughout their degree studies students are afforded the opportunity to seek advice outside formally timetabled teaching hours, both face-to-face and electronically, and are, in particular, guided in their current performance and ways in which this may be improved.

The Course Handbook identifies staff names and roles for students. Each student participates in an induction to enable them to meet the team and meet their Head of Subject, Course Director and Course Leader. Each student is also allocated a Personal Tutor/ Academic Advisor during induction who can provide more general feedback and advice on academic performance and progression, and ensure that, if needed, they can access more specific support services and learning support opportunities.

The course operates with an enhanced personal tutor scheme whereby students are scheduled to meet their personal tutor on a regular basis during each semester of study. Personal tutor meetings are designed to provide personal, pastoral and academic support for students. Personal tutors play a central role in enabling students to identify their academic learning needs based on systematic review of their feedback from assignments. The enhanced personal tutor scheme also aims to improve students' employability and acts as the link tutor to work-related learning opportunities

Students also have access to designated course administrators for their course who can support them in the day-to-day aspects of academic administration, such as the submission and return of work, mitigation and registration issues.

The Library
Library information can be found here: http://libguides.leedsbeckett.ac.uk/home

Libraries and Learning Innovation plays a key role in the student and staff experience at the University, supporting the teaching, learning and research needs of staff and students. There are two Libraries at the University at City Campus and Headingley Campus, both open 24/7, 365 days a year. Students can use either Library, although the book stock reflects the courses taught at each campus. The website also provides access to thousands of resources and information about Library services. The Academic Librarian for the course liaises with the course team to ensure physical and electronic information resources for the subject are available in the Library. The Academic Librarian also assists students with referencing, finding information and evaluating information. The Library offers a variety of academic skills courses to further support students learning and academic practice. Library support includes the following:

- All new students are offered an induction session and follow up information skills.
- Teaching is complemented by online guides, web pages and online tutorials to inform students of relevant resources and activities to support their programme of study.

- Academic Librarians provide tailored information and literature searching sessions to students as part of their course and also offer one-to-one appointments for students and staff.
- Skills for Learning provides online resources, services and publications to enable students to develop their academic skills. The Skills for Learning website offers a wide range of generic learning and teaching resources on topics which include: academic writing, group skills, research, maths, critical awareness and reflective skills. Skills for Learning also provides drop-in workshops, customised classes, and group and one-to-one tutorial support in academic communication, maths and IT. Information is available at: http://skillsforlearning.leedsbeckett.ac.uk/.

Assessment Strategy

The assessment strategy is based upon a range of assessment tools, reflecting on both the diversity of knowledge and skills being assessed, and the need to provide students with a range of means to demonstrate academic achievement in relation to learning outcomes. A range of assessment methods is used on the course. The diversity of assessment methods is a key component of student learning and academic progression, and this includes the use of written assignments, reports, oral assessments, portfolios, project outputs, set exercises and a dissertation.

Using the VLE students have access to a co-ordinated overview of assignment and assessment hand-in dates, resubmission dates and access to academic staff guidance and support. The VLE also includes a repository for course and module handbooks that provide detailed assessment criteria and academic guidance. Module handbooks also provide academic contact details to facilitate tutorial support and direct guidance for students requiring advice on the assessment process. Student tutorials and advice surgeries form part of a dedicated student support and assessment strategy. These supportive sessions are timetabled in the students' contact time to further enhance the assessment and learning process.

The assessment strategy for the course aims to support students to become autonomous and creative in meeting learning outcomes, and where possible students are encouraged to negotiate their assessment strategy with the module tutor.

Feedback on Assessed Coursework

Feedback on assignments is important and should facilitate reflective learning from which the student can go on and develop a deeper understanding of learning and research skills. Feedback on assessments is provided by:
- An email response from the tutor on a question that a student may have asked.
- One-to-one or group tutorials with a tutor to discuss the assignment.
- Seminar discussion relating to the assessment.
- Comments written by the tutor on the assessed piece of work.
- Comments posted on My Beckett (VLE) on cohort feedback.
- Generic feedback sheet including student self-assessment.
- Comments in Grademark accessed through Turnitin.
- Audio feedback provided either through Turnitin, PebblePad or as a media file related to an assessment.

All students are encouraged to communicate and consult with their module tutor as first point of contact if they are unsure about anything relating to the assessment, or the mark they have been awarded. Open communication on assessment between student and module tutor is key for developing an integrated approach to formative and summative feedback.

Formative assessment is integrated throughout the modules on the course. Key modules have practical skills assessments using communication suites, allowing tutors and peers to provide students with instant feedback on their skills and application of knowledge. Formative feedback is also provided through classroom activities such as: presentations, debates, discussions, group work and online discussion boards. The use of video blogs and podcasts by students within portfolio work also allows formative feed forward from the personal tutor

using electronic communication methods (audio and email). Formative feedback is also encouraged in personal tutorials to support reflective learning and personal and professional development.

Summative assessment feedback is provided in line with University guidelines (four week turnaround period). Summative assessment results are placed on the VLE and students receive an electronic communication announcing the publication of results.

Module Assessment Methods

	Module Titles *Core modules only*	Written Assignment	Report	Portfolio	Project Output	Oral Assessment/ presentation	Set Exercises	Dissertation
	Level 4							
1.	Engaging and Communicating	x						
2.	Human Growth and Development across the Lifespan	x				x		
3.	Politics of Everyday Life	x				x		
4.	Professional and Academic Skills	x		x				
5.	Social Justice and Inequality	x				x		
6.	Working Positively with Adults: Empowering Relationships WRL1			x			x	
	Level 5							
7.	Developing Research in Practice: Adults	x						
8.	Emerging Issues in Practice					x		
9.	Enhanced Communication: Therapeutic Approaches to Support	x						
10.	Safeguarding: Adult and Child Protection		x			x		
11.	Working Positively with Adults: Enterprise and Engagement WRL2	x			x			
	Level 6							
12.	Advanced Communication Skills: Empowerment and Advocacy	x						
13.	Community Practitioner WRL3			x				
14.	The Global Practitioner		x		x			
15.	Research Project	x						x

Employability and Professional Context

The course is designed to meet the changing context of working with adult services within social care, housing, health, criminal justice and welfare services. The course aims to prepare students to develop the requisite skills, knowledge and attributes to meet the complex needs of a broad service user group within an adult context. The type of employment our graduates would apply for include support worker; mental health support worker; recovery co-ordinator; complex needs worker; drug worker; housing support worker; criminal justice worker; care officer and case worker. As well as providing graduates with the skills needed for employment in a range of community based services, the course also promotes postgraduate education routes, providing the opportunity for application to courses such as the MA Youth Work and Community Development, MA Social Work or MA International Community Development.

The course does not have any formal requirements relating to a professional body. The course has been developed to provide both an academic and vocational learning experience, and adheres to the QAA Quality Code: Chapter B10, Managing Higher Education Provision with others (2012) in developing our work-related learning provision. Academic work undertaken on work-related learning is marked by University academic staff, and placement undergo formal visits and quality assurance and review processes by staff and students. All students are allocated a workplace mentor. The course has been designed and developed with feedback from a range of employers from social care, health, criminal justice and welfare services. Feedback highlighted that employers favoured a lengthy participatory placement at level 6 to develop advanced practice skills. Levels 4 and 5 would see a more developmental placement focusing on shadowing and project work respectively.

Work Related Activities

Placement or Work Related Activity Level 4:
Working Positively with Adults: Empowering Relationships – Work Related Learning 1

Placement or Work-related Activity Length in Weeks:
100 hours (3 weeks)

Type of Placement or work-related activity:
This placement involves shadowing a community based practitioner within an appropriate service context. The placement involves a reflective portfolio relating to linking practice to theory and the appropriate policy context. At this level we are developing an awareness of professional skills and the context of service delivery with socially vulnerable service user groups. Students are supported by a work place mentor.

Placement or Work Related Activity Level 5:
Working Positively with Adults: Enterprise and Engagement – Work Related Learning 2

Placement or Work Related Activity Length in Weeks:
120 hours (4 weeks)

Type of Placement or work-related activity:
This placement focuses on the development of enterprise and engagement work within an appropriate placement context. The student develops a project work or service capacity in a structured intervention. This could be focused on a service user group, carers or capacity building. Students are supported by a work place mentor.

Placement or Work Related Activity Level 6:
Community Practitioner – Work Related Learning 3

Placement or Work Related Activity Length in Weeks:
370 hours (10 weeks)

Type of Placement or work-related activity:
During this 10-week work-related placement students have the opportunity to continue to develop their knowledge and practice skills to become a competent community practitioner. Progressing those skills developed at level 5, students engage with a practice placement located within a community and social care setting. Supported by a work place mentor, students develop professional skills to work as an effective team member.

Reference Points used in course design and delivery
All courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. The University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at http://www.qaa.ac.uk/reviews-and-reports

External Examiners are appointed to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Frameworks for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

QAA Frameworks for Higher Education Qualifications
The course follows the threshold criteria identified in the QAA Framework for Higher Education Qualifications in England and Wales (QAA, 2014). Level 4 modules are mapped against the Certificate HE descriptor in the Framework. This mapping includes a focus on the development of key theories underpinning values which include the development of professional and academic skills, political and theoretical critical thinking is addressed in the Politics of Everyday Life. Level 4 modules also address the development of transferable skills for contemporary practice within the Working Positively with Adults: Empowering Relationships and the Engaging and Communicating modules. Key theoretical knowledge is

also explored and situated within a psycho-social context within the Human Growth and Development across the Lifespan module. Modules at level 4 also provide integrated and comprehensive information to inform students of contemporary practice in social care, health, criminal justice and welfare services.

Level 5 modules have been mapped against the Diploma HE level descriptor. At level 5 students are able to demonstrate knowledge and application around key theoretical positions and models of practice within social care, criminal justice, health and welfare services. The Emerging Issues in Practice module makes a direct theoretical link between key psychosocial issues and themes that impact on contemporary practice. Level 5 students also begin to develop knowledge around key qualitative and qualitative research methods specifically within the Developing Research In Practice: Adults module. The use of evidence based research and knowledge forms an essential component of this level; students explore key legal contexts that inform practice within the Safeguarding: Adult and Child Protection module. Direct evidence based communication methods are also taught to students at level 5 within Enhanced Communication: Therapeutic Approaches to Support module. This module allows students to explore evidence based practice and critique its limitation for contemporary practice. Preparation for direct practice is also developed further at level 5 with students undertaking the Working Positively with Adults: Enterprise and Engagement module, in which students apply their key theoretical knowledge and models of practice directly within a work-based learning experience.

Level 6 modules are mapped against the descriptor for Bachelor's Honours award and focus on the critical application of knowledge and the exploration of key knowledge and research within the field of social care, justice and recovery. Critical theory, contextual practice processes and global issues are explored in a fluid and integrated manner at this level; this can be demonstrated through student learning in the Global Practitioner module. The Research Project module offers the student an opportunity to develop techniques and analysis through critical evaluation. The Advanced Communication Skills module links evidence based practice and contemporary theory to practice in an integrated manner. Students at level 6 are required to undertake a comprehensive placement within social care, justice, health and welfare services; in this placement they explore and make links to critical theory, evidence based practice and models of social care intervention. The placement provides and supports a work-based learning experience that blends critical academic thinking and knowledge within a contemporary social care context. The Community Practitioner module offers students the opportunity to enhance their employability status across a range of settings.

Upon completion of the honours degree, students have gained a systematic understanding of the relevant disciplines located within the social sciences, and have engaged in rigorous analysis and enquiry, applying appropriate theory, ethical methods and techniques. Due to the applied nature of the modules within the qualification, students develop problem-solving skills, together with an ability to operate within changing situations.

Subject Benchmarks
The course requires a broad understanding of a range of theoretical frameworks and disciplines which underpin community based practice with adults in a community context. The course, while focused on adult social care, also recognises that adults do not live in isolation, and as such knowledge and learning is also situated within an interconnected context given

reference to youth and family contexts within social care practice. Contemporary adult social care services are located in a broad inter disciplinary network of health, criminal justice, housing, addiction, and welfare services. This broad context requires a the course to draw from a number of related subject benchmark statements, namely, Social Policy (QAA, 2016) and Youth and Community Work (QAA, 2017).

The primary subject benchmark the course draws upon is Social Policy (QAA, 2016). Social Policy is an interdisciplinary and applied discipline which is concerned with analysing the distribution and delivery of resources in response to social need. As a discipline social policy draws upon a diverse range of subjects and methods from sociology, political science and economics, while also using insights from a range of disciplines including social anthropology, human geography and social psychology. As an independent and unique discipline Social Policy studies and explores the ways in which societies provide for social needs of their members/citizens. Central to this is the exploration of systems of: distribution, redistribution, regulation provision, inclusion and empowerment (QAA, 2016).

Social Policy (QAA, 2016) provides the foundation benchmark for the course as it creates a space where students explore a range of interconnected social science disciplines in addressing social crises, social complexity and social need in rapidly changing social environment. The course develops and nurtures students' capacity to critically assess evidence from a range of social sciences backgrounds to directly address social needs within their communities. Students are also able to explore and dissect the fluid nature of social policy and explain trends, patterns and emerging developments within the socio-political, and economic context within society. Diversity and power relationships are explored within a social context with particular reference to the impact on social policy of social class and economic relationships in developing response to social needs and social crises. Students also develop an awareness that some social and cultural groups are able to protect, expand and later their structural position within society more than others; often through the development and administration of social policy.

The applied nature of the course is consolidated and further informed by the Subject Benchmark statement for Youth and Community Work (QAA, 2017). From this, the course draws upon and contextualise a rounded community practitioner identity that promotes appropriate subject knowledge in relation to working in and with communities; working with young people and adults; and developing community based organisations.

The hybrid nature of the course requires a diverse approach to subject benchmark mapping. In a fluid and changing professional and educational context it is important that the course has a broad foundation to develop from in response to social and educational needs.

Staff Teaching on the Course
Details of permanent teaching staff who are involved in teaching, research and administration associated with the course can be found on our website.

See: http://www.leedsbeckett.ac.uk/school-of-health-and-community-studies/

The course team include:
- Dr Darren Hill, Principal Lecturer/ Course Leader
- Elaine Barrett, Senior Lecturer
- Mary Harrison, Senior Lecturer
- Dr Erika Laredo, Senior Lecturer, Youth Work
- Sue Lindsay, Senior Lecturer, Youth Work
- Caroline Mountain, Senior Lecturer, Youth Work
- Tracey Race, Course Director
- Alan Smith, Course Director, Youth Work
- Christian Walsh, Senior Lecturer
- Melanie Watts, Senior Lecturer
- Mark Williams, Senior Lecturer

See: http://www.leedsbeckett.ac.uk/school-of-health-and-community-studies/

Regulatory Exemption details
None. The course adheres to the University Academic Principles and Regulations.

Scheduled Non-Modular Contact Hours
All students are invited to a course induction week in September prior to the start of module teaching, which includes an opportunity to meet with other students studying on the BA (Hons) Working with Children Young People & Families course with whom they have combined module input. This is delivered over four days, and includes 18 hours of teaching.