

Programme Specification

HNC/D in Social & Community Work

Date of Publication to Students: 2020

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the Module Specifications and in the Course Handbook.

The accuracy of the information contained in this document is reviewed by the College and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Body: Pearson / Edexcel

Teaching Institution: Birmingham Metropolitan College (Sutton Coldfield Campus)

Final Award: HNC/D in Social & Community Work

Fall back Award:

Title: HN

Main fields of Study: Social & Community Work

Modes of Study: Online, face to face

Language of Study: English

UCAS Code:

JACS Code:

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

The course aims, as set out in the programme specification, are consistent with the FHEQ level descriptors, the Degree Awarding Body descriptors and the College mission statement.

Programme philosophy and aims

The purpose of Pearson BTEC Higher Nationals in Social and Community Work is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the social and community work sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

The aims of the programme are to:

To equip students with social and community work skills and the knowledge and understanding necessary to achieve high performance in the global health and social care environment

To provide education and training for a range of careers in social and community work, including: family support work roles, resource officer and personal assistant roles, community development work, public health and community support work, care planning roles, advocacy, social services supervisory or lower management roles, counselling and rehabilitation support roles

To provide insight and understanding into the diversity of roles within the social and community work sector, recognising the importance of collaboration at all levels

To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values

To provide opportunities for students to enter or progress in employment in social or community work, or progress to higher education qualifications such as an Honours degree in Social Work, Youth and Community Work, Childhood Studies, Public Health, Social Policy or a related area

To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives

To support students to understand the local, regional and global context of social and community work, management and community development and, for those students with a global outlook, to aspire to international career pathways

To provide students with opportunities to address contemporary social care issues facing the sector, and society at large; with particular emphasis on integrated and compassionate care, and person-centred approaches to providing social care interventions and support to individuals across the lifespan

To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation

To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond

To allow flexibility of study and to meet local or specialist needs

To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations

To provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer's needs and their own career aspirations

To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

Learners will be expected to develop the following skills during the programme of study:

Providing a thorough grounding in social and community work principles and a degree of specialism at Level 4 that leads the student to a range of Specialist progression pathways at Level 5 relating to individual professions within the social and community work sector

Equipping individuals with sector-relevant acumen, understanding, and social and community work skills for success in a range of the social care, community work, care navigation and supervisory or lower management roles in social services

Enabling progression to a university degree by supporting the development of appropriate academic study skills

Transferable Skills

Cognitive and problem-solving skills: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively

- Intra-personal skills: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising
- Interpersonal skills: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation

Active personal research skills

- Effective writing skills
- Analytical and critical thinking skills
- Evidence-based and reflective practice
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence and capability in practice-based skills in the workplace
- Competence in assessment methods used in higher education.

Learning, teaching and assessment strategies and methods used:**Teaching methods**

The following teaching methods will be used:

Discussion (group & teacher 1-2-1)

Presentation

Lecture

Guest speakers

Professional Reflection from learners

Seminars

Workshops

Summative Assessment Methods

Coursework in form of essay, formal presentation, professional discussion, reflective accounts/journals or report.

Formative Assessment Methods

Written work from in class and at home

In class quizzes/tests

Discussion

Q&A

Workbooks

Course structure and requirements, levels, modules, credits and awards

Higher National Certificate Community & Social Work, Level 4, 120 credits

Full Time Delivery (1 Year)

This would be delivered over 3 semesters:

Semester 1: Sept – Nov – Units 1,2

Semester 2: Nov – Feb – Units 3,4, 12

Semester 3: Feb – June – Units 10, 16

Higher National Diploma Community & Social Work, Level 5, 120 credits

Full Time Delivery (1 Year)

This would be delivered over 3 semesters:

Semester 1: Sept – Nov – Units 19, 20

Semester 2: Nov – Feb – Units 24, 25

Semester 3: Feb – June – Units 35, 36, 37

Course Modules, Level and Credit Values

Higher National Certificate Community & Social Work – All Level 4 modules

Unit 1 – Law, Policy & Ethical Practice in Health & Social Care. (Unit Value- 15 credits)

Unit 2 – Demonstrating Professional Principles & Values in Health & Social Care Practice. (Unit Value- 30 credits)

Unit 3 – Mental Health & Wellbeing: a whole person approach. (Unit Value- 15 credits)

Unit 4 – Fundamentals of Evidenced Based Practice. (Unit Value- 15 credits)

Unit 16 – Sociological approaches In Social & Community Work. (Unit Value- 15 credits)

Unit 10 – Applied Understanding of Human Development & Behaviour. (Unit Value- 15 credits)

Unit 12 – Inspiring Young People. (Unit Value- 15 credits)

Higher National Diploma Community & Social Work – All Level 5 modules

Unit 19 – Reflective Approaches in Implementing Person-centred Practice. (Unit Value- 15 credits)

Unit 20 – Investigating Innovative Approaches in Social & Community Work. (Unit Value- 30 credits)

Unit 24 – Assessment & Care Support Planning. (Unit Value- 15 credits)

Unit 25 – Safeguarding Children, Young People & Vulnerable Adults. (Unit Value- 15 credits)

Unit 35 – Youth Justice: Gangs & Serious Youth Violence. (Unit Value- 15 credits)

Unit 36 – Mental Health – Distress & Disorder (Unit Value- 15 credits)

Unit 37 – Working with Housing & Homelessness. (Unit Value- 15 credits)

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- An induction programme providing dissemination of essential information.
- A Learning and Resource Centre providing access to a variety of learning resources, with support from staff
- A Student Handbook containing important information including tutors, staff responsibilities, contacts and regulations and requirements of the course.
- Access to the College IT facilities
- Access to the College Student Services and Careers Advisor
- Access to a Student Counsellor
- Regular group personal development sessions
- A minimum of a one-to-one per term
- Consultation with tutor by email, telephone, VLE and other electronic sources

Students will produce their own Personal Development Plans and have periodic reviews with their Personal Tutor.

Criteria for admission

ACADEMIC REQUIREMENTS

- UCAS Tariff Points: 32 points

The tariff points can be made up of:

- A 'Level qualifications
- Vocationally relevant qualifications (BTEC, CACHE/NCFE)

NON-ACADEMIC REQUIREMENTS

You will be required to attend an interview at the College's Sutton Coldfield site prior to an offer being made to you.

If you do not hold a Level 2 English and/or Maths qualification you may be required to undertake an initial assessment to ascertain your current literacy and/or numeracy levels and/or a free writing assessment.

We encourage applications from students who do not meet the entry requirements outlined but can demonstrate ability through work experience, portfolio of evidence or successful interview.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience and/or achievement of a range of professional qualifications in their work sector.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The quality of the programme will be closely monitored by all staff involved in its delivery. The Course Leader/ Departmental Manager is the local Manager who will oversee the delivery of the programme. The Vice Principal with responsibility for Higher Education and the Vice Principal for Curriculum and Quality monitor the overall effectiveness and quality through a robust College-wide quality control process. The programme will also adhere to the College's regulations and processes.

The College quality process applied to this programme includes:

- Regular teaching observations and reviews
- Staff skills updating as required
- Regular delivery team meetings
- Standardisation meetings and thorough internal verification process
- Course management meetings involving student representatives and course delivery team
- Seeking of student views during group tutorials, one to one tutorials and by formal College survey completion and national surveys.
- Termly Review Boards to review course performance on a regular basis.
- Production of programme Annual Monitoring Reports which detail the performance of the students and programme.
- End of module/programme Examination Boards, attended by an External Examiner where possible.
- A robust system for dealing with complaints or issues, should they arise.

Students will have regular opportunities to present their views to subject tutors during taught sessions, during tutorials and during one-to-one tutorials with teaching staff (by appointment). They will also be able to express their views to the Course Leader and also express their views via the student Course Representative who will convey views to the course team, at termly Course Management Meetings.

The Course Management Meetings are attended by the course team and student representatives and where possible an employer. Minutes of the meeting are recorded, and an action log produced.

Students are given the opportunity to participate in both internal and external Higher Education Surveys.