

Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	The Institute of Community and Society		
Course Code(s):	SC004J01UV	Full-time	3 Years
	SC004J31UV	Part-time	6 Years
Course Title:	BA (Hons) Social Care and Deaf Studies		
Hierarchy of Awards:	Bachelor of Arts with Honours Social Care and Deaf Studies Bachelor of Arts Social Care and Deaf Studies Diploma of Higher Education Social Care and Deaf Studies Certificate of Higher Education Social Care and Deaf Studies University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	26/May/2017		
Last Review:	2016/7		
Course Specification valid from:	2009/0		
Course Specification valid to:	2022/3		

Academic Staff

Course Leader:	Zena Blower
Head of Department:	Ms Vik Kelly-Teare

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- 160 points from a minimum of two 'A' Levels, (which would equate to two C grades at 'A' Levels.)
- An NVQ at Level Three
- You should have GCSE English and Maths at Grade C or above or Key Skills Communication and Application of Number at Level 2.

If you've got other qualifications or relevant experience - check out the [UCAS tariff conversion table](#) via the [UCAS website](#)

Distinctive Features of the Course:

Students completing the course will have British Sign Language Skills at Intermediate level and a Certificate in Deaf Blind Communication and Guidance.

Educational Aims of the Course:

There is an ever demanding need for Social Care services in society today and it is often at the forefront of the media and political and social debate. As such it makes an ideal partner for study alongside Deaf Studies. Deaf Studies attracts many students who want to work with people in the community who are linked to the deaf world. As a student of Deaf Studies you will consider a variety of issues and perspectives surrounding deaf people and their relationship with society. You will study and critical analyse key issues for social care in contemporary society, the impact these social issues have on people's lives and the social care responses to deal with these issues.

In studying social care with deaf studies you will gain a deeper insight into the experience of those members of the deaf world who participate in the social care sector whether as professionals, paid carers or service users. The course fosters cooperative and independent work as well as critical reflection. You will be encouraged to develop effective communication in an interactive context utilising digital literacy. The course equips students with knowledge and skills appropriate to a range of graduate skills in the statutory, voluntary and commercial sector. You will also have the opportunity to carry out volunteer work in the local community – an experience that broadens your knowledge, deepens your appreciation of civic responsibility and enhances your opportunities for employment.

The course equips you with knowledge and skills appropriate to a range of graduate skills in the statutory, voluntary and commercial sector and a relevant practical skill in a vibrant and developing area of social care.

Intakes:

September

Major Source of Funding:

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

PSRB:

None

Course Structure:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 1

Module	Title	Credits	Period	Type
4SC009	Introduction to Social Care and the Mixed Economy of Welfare	20	SEM1	Core
4SC010	Social Care Values, Equality and Diversity	20	SEM1	Core
4DF010	Introduction to Deaf Studies	20	SEM1	Core
4SL010	The Media and the Manufacture of Deviance	20	SEM2	Core
4DF009	Introduction to British Sign Language	20	SEM2	Core
4SC012	Introduction to Research Skills	20	SEM2	Core

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Module	Title	Credits	Period	Type
5DF007	Flourishing Deaf lives	20	SEM1	Core
5SC005	Children	20	SEM1	Core
5DF008	Educating Deaf children and young people	20	SEM2	Core
5SC006	Getting Older	20	SEM1	Core
5DF006	Elementary BSL	20	SEM2	Core
5SC010	Social Policy and an Introduction to International Perspectives	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Module	Title	Credits	Period	Type
5DF007	Flourishing Deaf lives	20	SEM1	Core
5SC014	Working with Adults (Part 1)	20	SEM1	Core
5DF008	Educating Deaf children and young people	20	SEM2	Core
5SC015	Working with Children and Families (Part 1)	20	SEM1	Core
5DF006	Elementary BSL	20	SEM2	Core
5SC012	Developing Research Skills	20	SEM2	Core

Continuing students will follow the programme indicated below:

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Module	Title	Credits	Period	Type
6SC005	Exploring Youth: The Hidden Issues	20	SEM1	Core
6SC006	Adults	20	SEM1	Core
6DF009	Engaging with services	20	SEM1	Core
6DF002	Deaf Studies Project	20	SEM2	Core
6DF006	Welfare and campaigning	20	SEM2	Core
6SC014	Leaderships Skills in Social Care	20	SEM2	Core

September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each

academic calendar year.

Year 3

Module	Title	Credits	Period	Type
6SC014	Leaderships Skills in Social Care	20	SEM1	Core
6SC015	Technology and Innovation in Social Care Practice	20	SEM1	Core
6DF009	Engaging with services	20	SEM1	Core
6DF002	Deaf Studies Project	20	SEM2	Core
6DF006	Welfare and campaigning	20	SEM2	Core
6DF008	Deaf Art, Literature and Culture	20	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.6 - Exemption to permit a minority subject area (with a minimum 33% contribution rather than an equal 50% split at every level of study) on existing Deaf Studies integrated joint degrees.

APPROVED by AFRSC.

Reference Points:

Social Care:

Social Care are taken from both Social Work and Social Policy Benchmarks.

QAA Benchmark Statements can be found at:

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/socialpolicy07.asp>

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/socialwork08.asp>

Equality Act 2010

Deaf Studies

There are no bench marks for Deaf Studies thus Reference Points are listed below:

Learning Outcomes:

CertHE Course Learning

Outcome 1 (CHECLO1)

"Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study"

QAA subject benchmark	Yes	www.qaa.ac.uk/academicinfrastructure/benchmark/honours/education www.qaa.ac.uk/academicinfrastructure/benchmark/honours/linguistics	CertHE Course Learning Outcome 2 (CHECLO2) "Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."
Framework for Higher Education Qualifications (FHEQ)	Yes	www.FHEQ.ac.uk	
Professional, Statutory & Regulatory Body requirements	No		
School documents	Yes	Quality Unit Subject Guides and Validation Guide www.wlv.ac.uk/regulations	

CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

CertHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

DipHE Course Learning Outcome 1 (DHECLO1)

"Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge."

DipHE Course Learning Outcome 2 (DHECLO2)

"Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context"

DipHE Course Learning Outcome 3 (DHECLO3)

"Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study"

DipHE Course Learning Outcome 4 (DHECLO4)

"Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis"

DipHE Course Learning Outcome 5 (DHECLO5)

"Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively"

DipHE Course Learning Outcome 6 (DHECLO6)

"Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations."

Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a conceptual understanding of the range and type of formal and informal social care together with an awareness of the political and cultural debates around the Deaf community and with the legal and policy context of social care in Britain and other European countries

Ordinary Course Learning Outcome 2 (ORDCLO2)

"Critically appraise theories about society, welfare states, deaf issues and social care in particular those relating to the impact of inequality and discrimination on social care services and service users. Deaf issues will be addressed within the wider context of hearing impairment and related disabilities."

Ordinary Course Learning Outcome 3 (ORDCLO3)

"Demonstrate an effective level of critical awareness of the contribution of professional/social care practice, use of information technology together with awareness of technology and technical aids in relation to Deaf and Deaf-Blind people. "

Ordinary Course Learning Outcome 4 (ORDCLO4)

"Research the legal, social and economic framework of social care policy and/ or provision or the Deaf community in the UK."

Ordinary Course Learning Outcome 5 (ORDCLO5)

Demonstrate effective communications skills in BSL to Intermediate level.

Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate a conceptual understanding of the range and type of formal and informal social care together with an awareness of the political and cultural debates around the Deaf community and with the legal and policy context of social care in Britain and other European countries

Honours Course Learning Outcome 2 (DEGCLO2)

"Critically appraise theories about society, welfare states, deaf issues and social care in particular those relating to the impact of inequality and discrimination on social care services and service users. Deaf issues will be addressed within the wider context of hearing impairment and related disabilities."

Honours Course Learning Outcome 3 (DEGCLO3)

"Demonstrate an effective level of critical awareness of the contribution of professional/social care practice, use of information technology together with awareness of technology and technical aids in relation to Deaf and Deaf-Blind people. "

Honours Course Learning Outcome 4 (DEGCLO4)

"Research the legal, social and economic framework of social care policy and/ or provision or the Deaf community in the UK."

Honours Course Learning Outcome 5 (DEGCLO5)

Demonstrate effective communications skills in BSL to Intermediate level.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4DF009	Introduction to British Sign Language	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4DF010	Introduction to Deaf Studies	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4SC009	Introduction to Social Care and the Mixed Economy of Welfare	CHECLO1, CHECLO3, CHECLO4, CHECLO5
4SC010	Social Care Values, Equality and Diversity	CHECLO3, CHECLO4, CHECLO5
4SC012	Introduction to Research Skills	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4SL010	The Media and the Manufacture of Deviance	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
5DF004	BSL: People and Places Part 1 and Research into Language Development and Deafness	DHECLO1, DHECLO2, DHECLO3, DHECLO5
5DF005	BSL: People and Places Part 2 and Deaf Blind provision and policies with Guiding and Communication practices	DHECLO1, DHECLO2, DHECLO3, DHECLO6
5DF006	Elementary BSL	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5DF007	Flourishing Deaf lives	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5DF008	Educating Deaf children and young people	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SC001	Social Care Interventions	DHECLO1, DHECLO3, DHECLO4
5SC002	Evaluating and Using Research in Applied Social Studies	DHECLO2, DHECLO3, DHECLO4
5SC003	Evaluating Policy and Practice	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5SC004	Ethics of Care	DHECLO1, DHECLO2, DHECLO3
5SC012	Developing Research Skills	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SC014	Working with Adults (Part 1)	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SC015	Working with Children and Families (Part 1)	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6DF002	Deaf Studies Project	DEGCLO1, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO4, ORDCLO5
6DF003	Business and Community Link in the Deaf Community	DEGCLO1, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO4, ORDCLO5
6DF004	British Sign Language Skills within Work and Community Domains	DEGCLO1, DEGCLO2, DEGCLO3, ORDCLO1, ORDCLO2, ORDCLO3
6DF005	Transforming Deaf People's Lives	DEGCLO1, DEGCLO3, DEGCLO5, ORDCLO1, ORDCLO3, ORDCLO5
6DF006	Welfare and campaigning	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6DF008	Deaf Art, Literature and Culture	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6DF009	Engaging with services	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5,

Module	Title	Course Learning Outcomes
6SC001	Broadening Horizons: European Perspectives on the Organisation and Delivery of Social Care	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6SC002	Independent Study in Social Care	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6SC003	Delivering and Using Services	DEGCLO1, DEGCLO2, DEGCLO3, ORDCLO1, ORDCLO2, ORDCLO3
6SC004	The Management and Administration of Welfare	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4
6SC014	Leaderships Skills in Social Care	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6SC015	Technology and Innovation in Social Care Practice	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5

Teaching, Learning and Assessment:

We believe that a course of study should enable students to achieve our graduate attributes of digital literacy, global citizenship, being knowledgeable and enterprising. We will help you to attain these goals through your learning activities and offer a variety of these which include:

- Seminars
- Lectures with access to online notes
- Interactive lectures
- Tutorials
- Small and large group work
- Student presentations
- Community-based learning through voluntary work experience
- Case studies
- Use of videos and DVDs.
- Research activities
- Independent and guided study
- Collaborative and individual on-line activities
- Discussion forums

- On-line activities and poster presentations support students' digital literacy.
- Content based learning
- Podcasts
- Use of an electronic Personal Development Planning environment (ePDP)

In addition and specific to this subject are :

Students are encouraged to take a module involving work experience at level 6 when they have had an opportunity to develop their British Sign Language Skills to a level sufficient to use BSL in a work setting.

Knowledge and skill in British Sign Language are developed through a year long skills focused module at each level and through a theory modules (4IG001, Introduction to Sign Linguistics, British Sign Language Syntax and Translation.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

The University has developed a range of resources to support students directly with their learning and with personal and practical eventualities that can affect learning. These resources are all signposted through the University web pages and include;

Study Support

- resources are signposted through the Sharpen Up Your Skills web pages at www.wlv.ac.uk/skills.
- Learning Information Services advisors who offer individual support across our four campus learning centres.
- [ASSIST](#) – which provides real-time online librarian support.

Personal support

- The [Careers and Employment Services](#) team offering support in finding a part-time job whilst studying and help in preparing for work after study.
- Counselling offering a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via CANVAS.
- The student financial support unit can help students with advice on funds available to students.

Personal tutoring

- Each student is allocated a named person tutor who they should have contact with (virtual and/or face to face) at least 3 times a year to support personal and academic development and progression.

Students with disabilities

- The student enabling centre provides a comprehensive range of support for D/deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.

Course support

- In their first year of study all students undertake modules which incorporate learning opportunities to support the acquisition of study skills, in particular the year long module 'Understanding Social Care'.
- Students will receive support from class tutors at all levels of the course as appropriate.
- At level 5 students have the opportunity to undertake online formative assessments that are designed to test and enhance their skills.

Employability in the Curriculum:

With Social Care and Deaf studies you will have opportunities of working in a range of careers. You can work directly in the Deaf Community and in a wide range of roles in Social Care, mostly in the public and not for profit sector.

With further training you could become a teacher of a National Curriculum subject or become a counsellor for Deaf People. Other career destinations have included communication support, key skills coordinator NVQ assessor, and social care officer. Graduates may also go on to undertake postgraduate qualifications in areas such as Social Work, Education, Social Policy and Administration, and Audiology as well as other Masters

level qualifications.



THE UNIVERSITY OF OPPORTUNITY