

Course Specification

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| Published Date: | 15-Sep-2020 |
| Produced By: | Laura Clode |
| Status: | Validated |

Core Information

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|---|--|-----------|---------|
| Awarding Body / Institution: | University of Wolverhampton | | |
| School / Institute: | The Institute of Community and Society | | |
| Course Code(s): | SC012T01UV | Full-time | 4 Years |
| | SC012T31UV | Part-time | 8 Years |
| UCAS Code: | L515 | | |
| Course Title: | BA (Hons) Social Care with Foundation Year | | |
| Hierarchy of Awards: | Bachelor of Arts with Honours Social Care Bachelor of Arts Social Care Diploma of Higher Education Social Care Certificate of Higher Education Social Care Foundation and Preparatory Studies Social Care University Statement of Credit University Statement of Credit | | |
| Language of Study: | English | | |
| Date of DAG approval: | 01/Sep/2017 | | |
| Last Review: | 2020/1 | | |
| Course Specification valid from: | 2013/4 | | |
| Course Specification valid to: | 2026/7 | | |

Academic Staff

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|----------------------------|--------------------|
| Course Leader: | Mr Colin Elton |
| Head of Department: | Ms Vik Kelly-Teare |

Course Information

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|---------------------------------|---|
| 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

Level 2 English, this could be GCSE Grade 4 or above OR equivalent.

Please note we do NOT accept GCSE Short Courses.

You must provide a satisfactory personal statement detailing your motivation for studying this course. See our Personal Statement Guidance for further information.

Applicants must be 18 years old or above at the start of the course.

Distinctive Features of the Course:

Foundation year preparation for degree level study. Social care is one of the biggest areas of growth in the economy with more expansion likely due to the nature of the ageing society. There are diverse and multifaceted issues facing society such as domestic violence, youth crime, substance misuse and the integration of people with disabilities and learning disabilities into society. Much of this work is being pushed out of the arena of traditional social work.

The staff team is made up of staff whom have 'hands on' experience in social care and social work and are active researchers.

This course encourages community-based learning through work based learning opportunities in local voluntary agencies and organisations. We pride ourselves on our supportive culture, with a large team of academic and student support staff to provide excellent pastoral care and support, together with a welcoming academic environment in which to undertake your degree.

Starting degree level study can be a daunting prospect. The BSc (Hons) Social Care (with Foundation Year) is designed to help you to develop the skills, knowledge and confidence to succeed in your studies with the University of Wolverhampton at degree level and beyond. During your Foundation Year you will develop skills appropriate to University such as finding and using information, working collaboratively with others, challenging and debating ideas and expressing yourself with greater confidence. We hope the Foundation year helps you to become familiar with University life and to feel at home on campus.

Educational Aims of the Course:

The future of Social Care is a huge challenge in a climate of financial restraint and with an ever increasing ageing population. The funding and delivery of welfare is a key issue in contemporary society.

The specialist award in Social Care is designed for those who want to develop a career within the expanding social care sector. It offers opportunities to study issues in contemporary society such as poverty, social exclusion and policy responses. Students are able to study both children and adults together with options for specialisms in mental health and learning disability. This programme gives you an opportunity to engage with and learn about social care through understanding the provision of formal and informal care, the knowledge, core values and ethics that underpin social care provision the changing face of social care and key social issues that impact on people's lives the assessment, management and organisation of social care and specialisms in adult care, child care and learning disability that focus on the child in trouble; substance misuse; mental health; and supporting people with a learning disability

The course will equip you with knowledge and skills appropriate to a range of graduate jobs in the statutory, voluntary, not-for-profit and private sector.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

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 |
|--------|-----------------------------------|---------|--------|------|
| 3ED003 | Valuing the Self & Others | 20 | SEM1 | Core |
| 3SC003 | Empowerment in Social Care | 20 | SEM1 | Core |
| 3ED002 | Preparing for Undergraduate Study | 40 | YEAR | Core |
| 3ED004 | Interprofessional Working | 20 | SEM2 | Core |
| 3SC002 | Social Care Context and Delivery | 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 |
|--------|--|---------|--------|------|
| 4SC009 | Introduction to Social Care and the Mixed Economy of Welfare | 20 | SEM1 | Core |
| 4SC010 | Social Care Values, Equality and Diversity | 20 | SEM1 | Core |
| 4SC012 | Introduction to Research Skills | 20 | SEM2 | Core |
| 4SC011 | Introduction to Communities (Children, Adults and Families) | 20 | SEM2 | Core |
| 4SC014 | Theoretical Perspectives in Social Care | 20 | SEM2 | Core |
| 4SC013 | Communication Skills | 20 | SEM1 | 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 |
|--------|---|---------|--------|------|
| 5SC004 | Ethics of Care | 20 | SEM1 | Core |
| 5SC005 | Children | 20 | SEM1 | Core |
| 5SC006 | Getting Older | 20 | SEM1 | Core |
| 5SC001 | Social Care Interventions | 20 | SEM2 | Core |
| 5SC002 | Evaluating and Using Research in Applied Social Studies | 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 3

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 5SC015 | Working with Children and Families (Part 1) | 20 | SEM1 | Core |
| 5SC012 | Developing Research Skills | 20 | SEM2 | Core |
| 5SC013 | Social Care Interventions: Working with Adults | 20 | SEM2 | Core |
| 5SC010 | Social Policy and an Introduction to International Perspectives | 20 | SEM1 | Core |
| 5SC011 | Social Care Interventions: Working with Children | 20 | SEM2 | Core |
| 5SC014 | Working with Adults (Part 1) | 20 | SEM1 | 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 4

| Module | Title | Credits | Period | Type |
|--------|--|---------|--------|------|
| 6SC004 | The Management and Administration of Welfare | 20 | SEM1 | Core |
| 6SC005 | Exploring Youth: The Hidden Issues | 20 | SEM1 | Core |
| 6SC006 | Adults | 20 | SEM1 | Core |
| 6SC003 | Delivering and Using Services | 20 | SEM2 | Core |
| 6SC002 | Independent Study in Social Care | 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 4

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 6SC013 | Working with Children and Families (Part 2) | 20 | SEM1 | Core |
| 6SC014 | Leaderships Skills in Social Care | 20 | SEM1 | Core |
| 6SC015 | Technology and Innovation in Social Care Practice | 20 | SEM1 | Core |
| 6SC012 | Working with Adults (Part 2) | 20 | SEM2 | Core |
| 6SC011 | Independent Research and Practice | 20 | SEM2 | Core |
| 6SC010 | International / Comparative Approaches in Social Care | 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 1.3.1 - Exemption to exceed normal module credits within the standard University Framework allowing for the use of 40 credit modules at Level 3 including Year Long delivery.

APPROVED by AFRSC,

Reference Points:

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Learning Outcomes:

Foundation Year Course Learning Outcome 1 (UCCL01)

Develop an independent, reflective and self-managed approach to study.

Foundation Year Course Learning Outcome 2 (UCCL02)

Utilise skills appropriate for study in Higher Education.

Foundation Year Course Learning Outcome 3 (UCCL03)

Apply new approaches to learning, study and finding information.

Foundation Year Course Learning Outcome 4 (UCCL04)

Describe your existing transferable skills and new skills and how these may be developed.

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"

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."

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 systematic and detailed knowledge of the range and type of formal and informal social care and the legal and policy context of social care in England together with a European dimension.

Ordinary Course Learning Outcome 2 (ORDCLO2)

"Critically appraise theories about society, the welfare state and social care."

Ordinary Course Learning Outcome 3 (ORDCLO3)

Demonstrate critical awareness of the contribution of professional/ social care practice to the delivery and funding of social care provision.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate a commitment to the values and ethics of social care through detailed knowledge of coherent arguments at the forefront of the discipline.

Ordinary Course Learning Outcome 5 (ORDCLO5)

"Demonstrate in depth knowledge and systematic understanding of the specific needs and disadvantages faced by certain groups in society e.g. older people, young people and disabled people and the social processes that give rise to such needs."

Ordinary Course Learning Outcome 6 (ORDCLO6)

"Apply social policy and sociological theories to critically analyse social need and policy outcomes and be able to convey core theories, concepts and approaches to understanding social care and societal responses to needs."

Honours Course Learning Outcome 1 (DEGCLO1)

Demonstrate a systematic and detailed knowledge of the range and type of formal and informal social care and the legal and policy context of social care in England together with a European dimension.

Honours Course Learning Outcome 2 (DEGCLO2)

"Critically appraise theories about society, the welfare state and social care."

Honours Course Learning Outcome 3 (DEGCLO3)

Demonstrate critical awareness of the contribution of professional/ social care practice to the delivery and funding of social care provision.

Honours Course Learning Outcome 4 (DEGCLO4)

Demonstrate a commitment to the values and ethics of social care through detailed knowledge of coherent arguments at the forefront of the discipline.

Honours Course Learning Outcome 5 (DEGCLO5)

"Demonstrate in depth knowledge and systematic understanding of the specific needs and disadvantages faced by certain groups in society e.g. older people, young people and disabled people and the social processes that give rise to such needs."

Honours Course Learning Outcome 6 (DEGCLO6)

"Apply social policy and sociological theories to critically analyse social need and policy outcomes and be able to convey core theories, concepts and approaches to understanding social care and societal responses to needs."

Overview of Assessment:

| Module Title | Course Learning Outcomes |
|--------------|--------------------------|
|--------------|--------------------------|

| Module | Title | Course Learning Outcomes |
|--------|---|--|
| 3ED002 | Preparing for Undergraduate Study | UCCL01, UCCL02, UCCL03, UCCL04 |
| 3ED003 | Valuing the Self & Others | UCCL01, UCCL02, UCCL03, UCCL04 |
| 3ED004 | Interprofessional Working | UCCL01, UCCL02, UCCL03, UCCL04 |
| 3SC002 | Social Care Context and Delivery | UCCL01, UCCL04 |
| 3SC003 | Empowerment in Social Care | UCCL01, UCCL04 |
| 4SC009 | Introduction to Social Care and the Mixed Economy of Welfare | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 4SC010 | Social Care Values, Equality and Diversity | CHECLO3, CHECLO4, CHECLO5 |
| 4SC011 | Introduction to Communities (Children, Adults and Families) | CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5 |
| 4SC012 | Introduction to Research Skills | CHECLO1, CHECLO3, CHECLO4, CHECLO5 |
| 4SC013 | Communication Skills | CHECLO1, CHECLO3, CHECLO4, CHECLO5 |
| 4SC014 | Theoretical Perspectives in Social Care | CHECLO1, CHECLO3, CHECLO4, CHECLO5 |
| 5SC001 | Social Care Interventions | DHECLO1, DHECLO2, DHECLO3, DHECLO6 |
| 5SC002 | Evaluating and Using Research in Applied Social Studies | DHECLO2, DHECLO4, DHECLO5, DHECLO6 |
| 5SC003 | Evaluating Policy and Practice | DHECLO1, DHECLO3, DHECLO6 |
| 5SC004 | Ethics of Care | DHECLO2, DHECLO3, DHECLO6 |
| 5SC005 | Children | DHECLO2, DHECLO5, DHECLO6 |
| 5SC006 | Getting Older | DHECLO1, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5SC007 | Mental Health and Promoting Social Wellbeing | DHECLO3, DHECLO5 |
| 5SC008 | Learning Disability: Support for a Full Life | DHECLO1, DHECLO3, DHECLO5, DHECLO6 |
| 5SC009 | Social Care Placements | DHECLO1, DHECLO3, DHECLO4, DHECLO5 |
| 5SC010 | Social Policy and an Introduction to International Perspectives | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5SC011 | Social Care Interventions: Working with Children | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5SC012 | Developing Research Skills | DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6 |
| 5SC013 | Social Care Interventions: Working with Adults | 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 |
| 6SC002 | Independent Study in Social Care | DEGCLO1, DEGCLO2, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO5, ORDCLO6 |
| 6SC003 | Delivering and Using Services | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO6 |
| 6SC004 | The Management and Administration of Welfare | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO6 |
| 6SC005 | Exploring Youth: The Hidden Issues | DEGCLO1, DEGCLO2, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO4, ORDCLO5 |
| 6SC006 | Adults | DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, |

| Module | Title | Course Learning Outcomes |
|--------|---|--|
| 6SC007 | The Toxic Trio: Mental Ill-Health, Substance Misuse and Domestic Violence | ORDCLO4, ORDCLO5, ORDCLO6 DEGCLO2, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO5, ORDCLO6 |
| 6SC008 | Learning Disability and Citizenship | DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6 |
| 6SC010 | International / Comparative Approaches in Social Care | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6 |
| 6SC011 | Independent Research and Practice | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6 |
| 6SC012 | Working with Adults (Part 2) | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6 |
| 6SC013 | Working with Children and Families (Part 2) | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6 |
| 6SC014 | Leaderships Skills in Social Care | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6 |
| 6SC015 | Technology and Innovation in Social Care Practice | DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6 |

Teaching, Learning and Assessment:

Your learning will include the study of six modules a year (unless part-time). The learning activities which will support you in the achievement of the learning outcomes are wide and varied. Throughout the programme these learning activities will enable you to achieve our graduate attributes of digital literacy and global citizenship. Additionally you will become knowledgeable and enterprising in your chosen field. The types of learning

experiences which will help you achieve this include:

Lectures: You will experience a variety of lecture formats. Both teacher and student centred lectures are encouraged. Within the lecture time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout a module on VLE our virtual learning environment.

Seminars: These are educational opportunities to extend and deepen your understanding of topics covered in a module. Seminars are important learning opportunities, and will take the form of smaller groups of students.

In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins health care and all its nuances.

Workshops: Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for working in the real environment of health care.

Debate and dialogue: The University's virtual learning environment, VLE provides a forum for you and your

colleagues to engage in dialogue with each other as well as with academic staff.

Formative on-line assessments: Here opportunities will be provided for you to 'have a go' at some summative assessment tasks before the actual (graded) assessment is submitted. This will develop your academic and practical skills through tutorial guidance and feedback.

Peer presentations: You will be required to study some aspects of specific modules independently and feed back your findings to the wider group, which allows you to further develop your academic skills and understanding.

Independent and self-directed learning: These are essential aspects of 'reading for a degree'. Academics responsible for module delivery will ensure essential reading material is made known to you e.g. articles, chapters in books, whole books, policies and web based material. In each module there will be a degree of freedom for you to explore topics of your own choice in the context of the module specific learning outcomes. To achieve this you will be encouraged to seek out and review material additional to that recommended by module leaders to support your academic development in relation to the subject specific outcomes e.g.: topic specific articles, web sites or books.

Tutorials: Face to face meetings with Module Leaders, the Award Leader and your Personal Tutor aim to tailor academic advice to meet your individual needs. By developing your own

Personal Development Plan (PDP) you can get the most out of your higher education learning journey, and beyond, for example when pursuing employment or further HE courses

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:

General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject

databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

- The level 3 modules are designed to prepare you for, and facilitate your progress into study at Level 4.
- You will be allocated a Personal Tutor
- You may be allocated an Academic Coach, and Graduate Teaching Assistants (GTAs) will provide extensive support if needed (at levels 3 and 4).
- Specific assessment support will be factored into each module.
- If you have disabilities and/or specific learning difficulties you can gain a wide range of support from Student Support and Well Being.
- Higher Education academic skills will be embedded throughout the curriculum.

You will be allocated a supervisor for your final year project.

Employability in the Curriculum:

A Social Care Placement is offered at level 5.

Students are able to take Employability Awards throughout the course and aspects of employability are embedded in the curriculum.



THE UNIVERSITY OF OPPORTUNITY