



**THE OPEN  
COLLEGE**

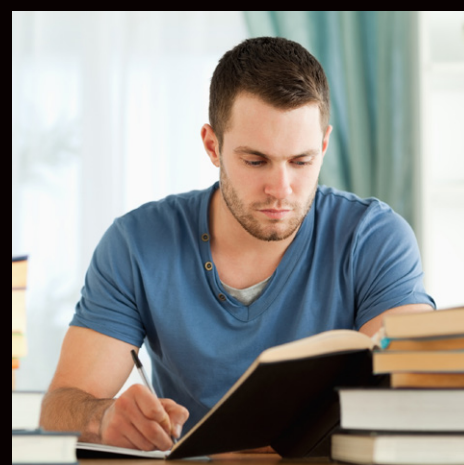
Let us Help you Succeed

**OXFORD  
BROOKES  
UNIVERSITY**

# **BA (HONS) IN HEALTH & SOCIAL CARE**

## PROGRAMME PROSPECTUS

---





# CONTENTS

---

<b>General Information</b> .....	4
<b>introduction</b> .....	5
<b>1. Curriculum Overview</b> .....	7
<b>2. Programme Content &amp; Structure</b> .....	8
Year 1: Module Overview.....	10
Year 2: Module Overview.....	11
Year 3: Module Overview.....	12
<b>3. What will my semesters look like?</b> .....	13
Year One.....	13
Year Two.....	14
Year Three.....	15
<b>4. Entry Requirements / Prerequisites</b> .....	16
<b>5. Learning, Teaching and Assessment</b> .....	17
Induction.....	17
Learning and Teaching Methods.....	17
How will i be assessed?.....	18
How does feedback work.....	18
Practice Placement:.....	18
<b>6. Career Opportunities</b> .....	21
Progression.....	21
<b>7. Fees</b> .....	22

# GENERAL INFORMATION

---

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	The Open College, Leopardstown Business Centre, Ballyogan Road, Dublin 18, Ireland. D18 KX34.
<b>Language of study:</b>	English
<b>Final award/s:</b>	Bachelor of Honours Degree
<b>Programme title:</b>	Health and Social Care
<b>Mode of delivery:</b>	Online learning
<b>Duration of study:</b>	Three Years: 50% Taught and 50% Work Based Learning
<b>Subject benchmark statement/s which apply to the programme:</b>	None
<b>Professional Body Accreditation</b>	None - Our BA (Hons) in Health and Social Care is not an Applied Social Care Degree. It was not designed to train Social Care Workers for CORU registration.

# INTRODUCTION

---

Welcome to this BA in Health & Social Care developed by The Open College in partnership with Oxford Brookes University Department of Clinical Health Care in the Faculty of Health and Life Sciences.

We are delighted that you have chosen to explore this programme further.

This Prospectus has been designed to introduce you to the programme, to describe how it operates, and to give you some help in making an informed decision.

## **Why is this Health & Social Care Degree for me?**

Professional Health and Social Care training aims to teach theories of practice and to develop both practice skills and a reflective capacity. The work of a Health & Social Care practitioner combines a multidisciplinary relationship based approach which encompasses purposeful planning and execution in the provision and delivery of care, protection, support and advocacy for individuals and groups in need of care, and those who may experience marginalisation and/or social disadvantage.

## **What will I study?**

Our three year online BA (Hons) in Health & Social Care Degree programme aims to facilitate knowledge of professional health and social care practice with consideration to both the theoretical knowledge and professional competencies which underpin the role of the health & social care practitioner.

To do this the programme combines a consistent balance of theoretical knowledge through the delivery of online lectures, and the provision of practice skills gained in suitably appointed work placements to be completed over the duration of the programme. Successful completion of this programme will provide graduates with the academic knowledge, skills and competence to enhance their educational and/or employment opportunities within the field of health and social care.

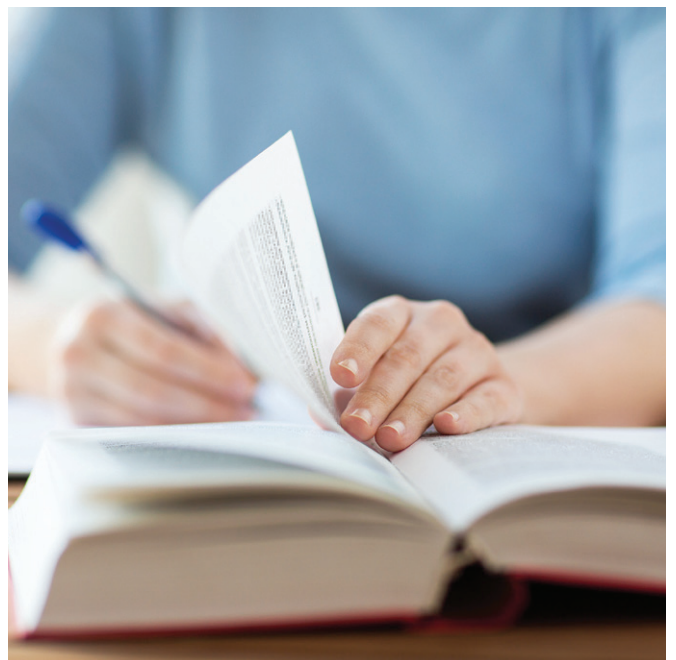
Another key element of this programme is how it is centred around 4 key themes whereby learners will examine key areas of the Health & Social Care sector and the issues and challenges relating to Disabilities, Mental Health, Aging Care and other Vulnerable/Marginalised Groups in society. The design of the programme is such that it encompasses a flexible learning approach whereby learners can tailor the outcome of their degree to suit their preferred interests and/or area of work with consideration to each of these key areas.

## **How our online learning works?**

Our online BA (Hons) Health & Social Care degree programme will be delivered fully online using a combination of suitable online teaching and learning activities.

In many ways, learning online is like learning in a classroom. There are classes, readings, activities and discussions (individual and group) with your lecturer and your fellow classmates. The difference is that it is all done from your own home. With online classes you can join the live classes with your classmates.

Between classes, you will have readings, discussions and other activities that link with what you are learning in your online classes. Assignments have a set time they must be completed by but other than that, learners have great flexibility with when and where they learn.



# 1. Curriculum Overview

---

The aim of the programme is to combine a consistent balance between theory and practice while always promoting and maintaining the rights and needs of the service user as central in the application of theory to relevant practice. The programme is designed to be responsive in meeting individual learner needs that is current, relevant, accessible and broadens access to education whilst recognising the diverse roles of accountable professionals within the health and social care sector. The educational approach is holistic in nature and aims to continuously support the learning journey of future care practitioners' in Ireland.

Combining methods of reflective practice, using an evidence based approach, learners will be encouraged to think critically and make recommendations for the ongoing improvement of health & social care practice and for maintaining a high level of the proficiency standards relative to health & social care work.

Over the duration of this three-year degree programme learners will experience a significant component of practice-based learning, with a minimum of 1000 practice hours to be completed during their course. Learners will work alongside their lecturer and practice educator to continuously develop their capabilities in their role as a health & social care practitioner working as part of the multi-disciplinary team.

There will be a total of five placement blocks where learners will work and gain hands on exposure across a range of service facilities, both public and private, and a range of service users, so they can benefit from the broad scope of practice which will assist them in making decisions for future employment opportunities in their preferred area of practice.

By the end of their studies Health & Social Care graduates will become reflective practitioners who identify and demonstrate the ability to apply knowledge to inform their own practice.

They will also recognise the expectations for compassionate, responsible and accountable practice, and will have developed the capacity and motivations to continue to enhance their personal and professional development.

The teaching team comprises a number of industry professionals who are all passionate advocates in the community of health and social care practice.



## 2. Programme Content & Structure

The structure of the programme is module based and complies with the Universities requirement for Credit Accumulation and Transfer.

This BA (Hons) in Health & Social Care Degree programme has been designed in accordance with the Standards of Proficiency for Health & Social Care Workers as set down by CORU – the regulatory body for Health & Social Care Workers in Ireland who 'protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals'.

The programme aims to provide participants with in-depth key knowledge, skills and competencies based on the five domains and 80 standards of proficiency for social care workers as defined by CORU.

On successful completion of the programme, learners will be able to demonstrate the following;

- A systematic understanding of the core areas of knowledge relevant to health and social care work, including their application to practice and service delivery.
- An understanding of the theory, paradigms, practice and policies that informs health and social care practice.
- Knowledge of, and the ability to work within the ethical guidelines laid down by professional codes of practice.
- Analyse how the learning experience can be improved through reflective practice i.e. planning, analysis and evaluation.
- An ability to show personal accountability and responsibility

in application of their day to day work, while also recognising his/her own limitations.

- Practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively.
- Work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared and communicated effectively.
- Deliver high quality care to service users in their field of practice.

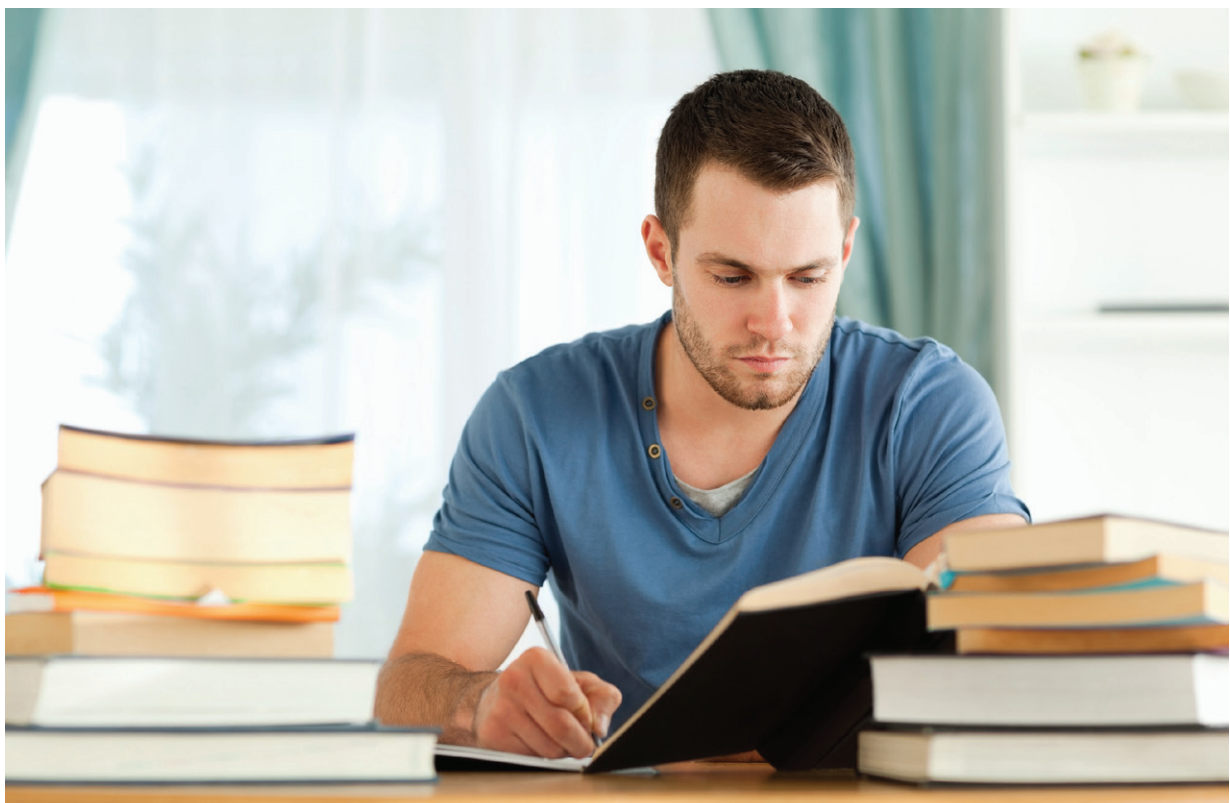
Year 1 (Level 4 UK) consists of six modules, including two doubles, equaling 120 UK credits. Year 2 (Level 5 UK) consists of six modules, including two doubles, equaling 120 credits. Year 3 (Level 6 UK) consists of six modules, including two doubles, equaling 120 UK credits.

The programme is completed full time over 3 years – there are two academic semesters in each year.

Learners must achieve a minimum Pass grade in each of the Practice Placement modules before proceeding to the next year. Other conditions for progression relate to each of the continuous modules that will form the foundation of knowledge in that particular subject area before progressing to the next stage of the programme, these modules include:

**Year (1):** Specialist Care Practice (1) which forms the foundations of knowledge for Specialist Care Practice (2) to be completed in Year (2).

**Year (2):** Legal & Ethical Issues in Health & Social Care (1) which





forms the foundations of knowledge for Legal & Ethical Issues in Health & Social Care (2) to be completed in Year (3).

**Year (3):** Research Methods which forms the foundations of knowledge for their Dissertation module to be completed in Year (3).

All modules are compulsory.

**Full Award:**

BA (Hons) Degree in Health and Social Care, UK level 6 (360 UK Credits) comparable to a level 6 EFQ and NFQ level 8.

**Exit awards:**

1. CertHE 'unnamed' to be awarded after completion of Year (1) - 120 credits at UK Level 4
2. DipHE in Health & Social Care to be awarded after completion of Years (1) & (2) – UK 240 credits comparable to NFQ Higher Certificate at level 6.
3. BA (Ord) Degree in Health & Social Care to be awarded after completion of Years (1), (2) & (60 Credits from Year 3) – UK 300 credits.

MODULE TITLE	CREDITS	LEVEL (UK)	STATUS	COURSEWORK
<b>YEAR (1)</b>				
Introduction to Academic Study Skills	15	4	compulsory	70% coursework & 30% presentation
Practice Placement (1)	30	4	compulsory	100% coursework (Portfolio)
Applied Health & Social Care Studies	15	4	compulsory	100% coursework
Specialist Care Practice (1)	15	4	compulsory	100% coursework
Practice Placement (2)	30	4	compulsory	100% coursework (Portfolio)
Introduction to Social Care (Theory & Practice)	15	4	compulsory	100% coursework
<b>Total Credit Value (Year 1)</b>	<b>120</b>			
<b>YEAR (2)</b>				
Social Policy and Welfare Systems	15	5	compulsory	100% coursework
Specialist Care Practice (2)	15	5	compulsory	100% coursework
Practice Placement (3)	30	5	compulsory	100% coursework (Portfolio)
Legal & Ethical Issues in Health Social Care (1)	15	5	compulsory	100% coursework
Practice Placement (4)	30	5	compulsory	100% coursework (Portfolio)
Research Methods	15	5	compulsory	100% coursework
<b>Total Credit Value (Year 2)</b>	<b>120</b>			
<b>YEAR (3)</b>				
Health Promotion Awareness	15	6	compulsory	100% coursework
Collaborative Practice & Professional Leadership	15	6	compulsory	100% coursework
Dissertation	30	6	compulsory	Dissertation
Practice Placement (5)	30	6	compulsory	100% coursework (Portfolio)
Quality Improvements in Health & Social Care	15	6	compulsory	100% coursework
Legal & Ethical Issues in Health & Social Care (2)	15	6	compulsory	100% coursework
<b>Total Credit Value (Year 3)</b>	<b>120</b>			
<b>TOTAL CREDIT VALUE (YEARS 1-3)</b>	<b>360</b>			

## Year 1: Module Overview

### An Introduction to Health & Social Care (Theory & Practice)

The aim of this module is to provide learners with an understanding of the health & social care frameworks in Ireland from a historical to a contemporary context. The module will look at the progression of health & social care development in Ireland over time with reference to the legal frameworks and policies in place to protect those who are in need of care. The module will also provide insight to learners of the needs and rights of key groups who require care.

### Applied Health & Social Care Studies

The aim of this module is to familiarise the learner with key areas of discourse in sociology and psychology. The module will be delivered with consideration to key themes relating to Sociology, and Psychology including Globalisation. The aim of the module is to enhance the learners' learning in the area of the development over the life span – physical, social, intellectual and emotional. Learners will gain an understanding of a range of sociological perspectives and will be encouraged to develop their understanding and awareness of a range of social issues existing in today's society and the global attributions impacting these issues. Learners will also gain an introductory insight to understanding psychological theories and concepts with key emphasis placed on the progression of development from infancy to old age so that they will be equipped to relate to people at a level appropriate to their needs.

### Introduction to Academic Study Skills

This module will provide learners with the theoretical and practical academic knowledge, Skills and Competence necessary for successful completion of the BA (Honours) Degree in Health & Social Care. This module will introduce learners to the fundamental requirements of the academic writing process and the study skills and techniques necessary for participation over the three year degree programme.

Learners will gain an understanding of the learning process in an online context with facilitated guidance on how to utilise, navigate and source appropriate information from the range of IT and eLearning systems available to them. Learners will work both independently and in groups to develop their understanding of different learning styles which will encourage reflective practice, open debates and discussions. A review of the different assessment techniques, referencing and research methods will provide learners with the knowledge required to complete academic assessments in a range of contents. Learners will be able to effectively plan, prepare and develop their self-confidence over the duration of their studies which is necessary for those participating on Higher Education programmes

### Practice Placement (1)

This is the first of five double practice placement modules to be completed over the duration of this three-year degree programme. The stipulations of this module will require learners to complete a minimum of 200 hours per module in order to gain experience across a range of care settings. In Year (1) the aim of the module is to introduce learners to the roles and

requirements of health & social care in practice and learners will be encouraged to examine a key area of care practice in order to meet the stipulations as set down by CORU – the regulatory body for Health & Social Care workers in Ireland. Completing this module will provide learners with the opportunity of relating theory to practice through the completion of role-specific competencies. Learners will begin to engage with role specific requirements relative to their area of practice, and over the duration of the three year programme learners will have gained the knowledge, skills and competence in a range of care settings which will allow them to make an informed decision on their preferred pathway in Year (3) and preferred area of practice with suitable employment opportunities established.

### Specialist Care Practice (1)

The aim of this module is to provide the student with a comprehensive understanding of the various groups in need of social care support across various settings. The first of two Specialist Care Practice modules to be completed. In Year (1) the aim of the module is to facilitate the student to identify the specific care needs of the specific population groups, examine theories and models of care work and the role of support worker in the provision of care, based on evidence based practice provision. In addition, the module allows the individual student to focus on the service user's rights and needs.

In Year (1) learners will examine the needs, rights and supports for each of the following areas/groups:

- Disabilities
- Children
- Young Adults

In Year (2) learners will examine the needs, rights and supports for each of the following areas/groups:

- Mental Health
- Aging care
- Working with marginalised groups

### Practice Placement (2)

This is the second of five double practice placement modules to be completed over the duration of this three-year degree programme. The stipulations of this module will require learners to complete a minimum of 200 hours per module in order to gain experience across a range of care settings. In Year (1) the aim of the module is to introduce learners to the roles and requirements of health & social care in practice and learners will be encouraged to examine a key area of care practice.

Completing this module will provide learners with the opportunity of relating theory to practice through the completion of role-specific competencies. Learners will begin to engage with role specific requirements relative to their area of practice, and over the duration of the three year programme learners will have gained the knowledge, skills and competence in a range of care settings which will allow them to make an informed decision on their preferred pathway in Year (3) and preferred area of practice with suitable employment opportunities established.

## Year 2: Module Overview

### Social Policy and Welfare Systems

The aim of this module is to introduce the student to key areas of social policy and its relation to health & social care. The module will equip the student with a broad understanding of local, national and international policies pertaining to, and that have influenced and continue to influence, social care practice in Ireland. The module will look at the development and origins of social policy in Ireland historically and socially. The learners will be encouraged to develop appropriate social policy responses to issues and challenges arising for service users and social care practitioners at local and national level.

### Specialist Care Practice (2)

The second of two specialist skills modules that builds on the skills and understanding of supporting theories for a variety of conditions in health and social care across the lifespan. In addition, the module allows the individual student to focus on the service user's rights and needs.

In Year (1) learners will examine the needs, rights and supports for each of the following areas/groups:

- Disabilities
- Children
- Young Adults

In Year (2) learners will examine the needs, rights and supports for each of the following areas/groups:

- Mental Health
- Aging care
- Working with marginalised groups

### Practice Placement (3)

This is the third of five double practice placement modules to be completed over the duration of this three year degree programme.

The aim of this module is to build on the previous year's theoretical and practical knowledge and experience. The module is designed as a steppingstone which is used to build on the learners previous and current learning; it will provide learners with the opportunity of setting objectives and identifying new competencies to be carried out over the duration of their third placement block.

Through the completion of reflective writing learners will have the opportunity to overview their practice and link with the requirements of their chosen profession.

### Research Methods

The aim of this module is to provide the student with a broad understanding of research methods and research design, analysis and interpretation of collected data (prior to the completion of their dissertation module in year 3). The final year dissertation will be undertaken using secondary research methods. Learners will have the opportunity to explore the steps involved in the research process, methods, data analysis and the ethical considerations associated with health and social care research. The module focuses on issues, techniques and skills for data collection and analysis in quantitative, qualitative or mixed mode methods to research.

### Legal & Ethical Issues in Health Social Care (1)

This is the first of two modules that aims to inform learners of the legal and ethical aspects and implication to care in various settings. The aim of the module in Year (2) is to provide learners with an understanding and exposure to cases that have been affected as a result of the Irish Legal framework and the ethical and legal principles. These cases will be from a variety of health & social care settings. The aim of the module in Year (3) is to further explore the complexities of the legal and ethical aspects of care in various settings with reference to a range of case study examples. Learners will evaluate the effectiveness of ethical and legal principles in the application of their day to day work and be able to recognise the challenges and make recommendations for future care provision and practice.

### Practice Placement (4)

This is the fourth of five-double Practice Placement modules to be completed over the duration of this three-year degree programme. This module will be completed in semester (2) of Year (2) and consolidates the learning over the previous year's study enabling learners to link the application of theory to practice. This module will build on the previous placement with more of an emphasis on interventions and ethical considerations appropriate for practice. In this final semester of Year (2) learners will be expected to become a more independent, self-directed learner who can identify and fulfil their own learning needs and objectives with the support of co-workers/supervisors.



## Year 3: Module Overview

### Health Promotion Awareness

The purpose of this module is to equip the learner with the knowledge, skill and competence to raise community awareness of health-related issues, holistic approaches to health and to establish and evaluate health promotion programmes. The module will examine a variety of theoretical approaches to health education, public health and health promotion relative to health & social care practice. The module is designed to develop awareness and understanding of both the philosophies and concepts that are fundamental to health promotion for individuals, groups and communities.

Public policy, the importance of healthy alliances and evidence-based health promotion are explored as strategies towards empowerment for use by public health and health promotion specialists working within a changing health and welfare context.

### Practice Placement

This is the final of five double practice placement modules to be completed over the duration of this three-year degree programme. On completion of this module learners will become independent reflective practitioners – learners will have progressed from a supervised role in Year (1) and will build on their continuous development with gradual independent practice from Year (2). This module enables learners to gain academic recognition and credit for learning accrued over the duration of their professional practice. Recognising the workplace as a site of learning and development and acknowledging the often-tacit knowledge and professional expertise of practitioners, the module provides a framework within which learners can integrate academic and practice learning by reflecting upon and analysing a retrospective, current or prospective work-based learning project.

Using their knowledge and experience gained in Years (1) and (2) learners will have been exposed to a range of experiences and settings and will select their preferred area of work in Year (3) that will link directly to their chosen Dissertation topic. This provides learners with a specialised pathway that links with their preferred industry/area of work, routes for possible further study progression and potential employment opportunities.

This module will afford the learner to apply their academic study into day to day practice and give them the understanding of the importance of working within their specific codes of practice, relevant legislation and associated standards.

### Dissertation

This dissertation module is designed to support the final year student complete a research dissertation exploring an area of interest to them within health and social care. The module will allow the student to use past knowledge to critique and evaluate with reference to published literature the area chosen for their dissertation. The student will undertake an in-depth literature review as part of the overall dissertation.

### Collaborative Practice & Professional Leadership

The aim of this module is to equip the learner with the relevant knowledge, skill and competence to work as an effective

team player as part of a multi-disciplinary team, in both an independent and supervisory capacity. The module will explore perspectives on collaborative and inclusive leadership within complex private and public sector organisations. It aims to help learners apply the propositions of leadership theory to their own practice environments and to establish which of the generic leadership approaches and modalities are most fit for purpose within health and social care organisations. The module explores the influential distinction between 'transactional' and 'transformational' leadership and enables learners to review, consolidate and extend their knowledge within their current practice role. The module also explores how the leadership influences the quality of the care provision and practice, team building, conflict resolution, application of codes of practice, implementation of legislation, regulation, policies, procedures and guidelines and standards.

### Legal & Ethical Issues in Health & Social Care (2)

The second of two Legal & Ethical Issues in Health & Social Care modules. In part one Year (2) learners are introduced to the Irish Legal framework and the ethical and legal principles that are appropriate to their area of work/discipline. In part two Year (3) learners further explore the systematic approaches for effective care delivery. Learners will critically analyse the Irish Legal Framework and the influence of the EU with reference to gaps/issues/problems and the implications for individuals through case study analysis. Learners will also evaluate the effectiveness of ethical and legal principles in the application of their day to day work and be able to recognise the challenges and make recommendations for the improvement of future care provision and practice. Learners will identify current work practices in their areas of speciality and the impact of the legal and ethical on that specific area.

### Quality Improvements in Health & Social Care

This practice-focussed module will enable health and social care professionals to critically explore the conceptual foundations of quality improvement and governance in the context of their own working environment nationally and internationally.

Learners will gain an understanding of the broader theoretical concepts of quality and will be able to demonstrate how these are translated and demonstrated in practice through the clinical governance initiative.

The module will challenge accepted measuring of quality and performance in complex situations and explores how practitioners can develop more appropriate and effective frameworks. Learners will be introduced to the complexity of change management and the dilemmas in achieving organisational change through clinical governance. Learners are encouraged to critically analyse their own practice/organisation's approach to managing quality improvement within the clinical governance agenda.

This module gives the learner the skills to critically analyse their professional healthcare area and implement the relevant core quality improvement and risk management structures that are required to deliver safe healthcare services. This module will provide the learner with the skills to implement the relevant safe healthcare structures based on regulation, legislation and robust health intelligence which in turn will support competent decision making in order to deliver safe high-quality care in their field of expertise.

### 3. What will my semesters look like?

**Please Note:** This is an indicative plan and schedule and dates will be confirmed upon commencement of the programme.

#### Year One:

	WEEK	MONTH	SCHEDULE		
SEMESTER 1	Sept		Induction/Orientation		
	1	Sept	Introduction to Academic Study Skills	An Introduction to Health & Social Care (Theory & Practice)	Applied Health & Social Care Studies
	2	Sept			
	3	Oct			
	4	Oct			
	5	Oct			
	6	Oct			
		Oct	Reading Week (Bank Holiday)		
	7	Nov	Final Assessment Due	Final Assessment Due	Final Assessment Due
	8	Nov			
	9	Nov			
	10	Nov			
11	Dec				
12	Dec				
		Dec	Christmas		
		Dec	Christmas		
		Jan	Christmas		
SEMESTER 2	13	Jan	Practice Placement (1)		Specialist Care Practice (1)
	14	Jan			
	15	Jan			
	16	Jan			
	17	Feb			
	18	Feb			
	19	Feb	Reading Week		
	20	March	Practice Placement (2)		Final Assessment Due
	21	March			
	22	March			
	23	March			
	24	April			
25	April				
26	April	Reading Week			
		April	Practice Placement (1) & (2) Assessment Due		

## Year Two:

	WEEK	MONTH	SCHEDULE		
	Sept		Registration/Enrolment		
	1	Sept	Social Policy & Welfare Systems	Practice Placement (3)	Legal & Ethical Issues in Health & Social Care (1)
	2	Sept			
	3	Oct			
	4	Oct			
	5	Oct			
	6	Oct			
		Oct	Reading Week (Bank Holiday)		
	7	Nov			
	8	Nov			
	9	Nov			
	10	Nov			
	11	Dec			
	12	Dec			
	13	Dec	Final Assessment Due	Final Assessment Due	Final Assessment Due
		Dec	Christmas		
		Dec	Christmas		
		Jan	Christmas		
	14	Jan	Specialist Care Practice (2)	Practice Placement (4)	Research Methods
	15	Jan			
	16	Jan			
	17	Feb			
	18	Feb			
	19	Feb			
		Feb	Reading Week		
	20	March			
	21	March			
	22	March			
	23	March			
	24	April			
	25	April			
	26	April	Final Assessment Due	Final Assessment Due	Final Assessment Due

## Year Three:

	WEEK	MONTH	SCHEDULE			
	Sept		Registration/Enrolment			
	1	Sept	Dissertation	Health Promotion	Practice Placement (5)	Legal & Ethical Issues in Health & Social Care (2)
	2	Sept				
	3	Oct				
	4	Oct				
	5	Oct				
	6	Oct				
		Nov	Reading Week (Bank Holiday)			
	7	Nov	Dissertation	Assessment Due (WK 12)	Assessment Due (WK 12)	Assessment Due (WK 12)
	8	Nov				
	9	Nov				
	10	Dec				
	11	Dec				
	12	Dec				
		Dec	Christmas			
		Dec	Christmas			
		Jan	Christmas			
	13	Jan	Dissertation	Quality Improvements in Health & Social Care	Collaborative Practice & Professional Leadership	
	14	Jan				
	15	Jan				
	16	Feb				
	17	Feb				
	18	Feb				
		Feb	Reading Week			
	19	March	Dissertation	Assessment Due (WK 24)	Assessment Due (WK 24)	
	20	March				
	21	March				
	22	March				
	23	March				
	24	April				
	25	April	Reading Week			
	26	April	Dissertation Due by (WK 26)			

## 4. Entry Requirements / Prerequisites

---

- A relevant vocational qualification a Level 5 (ROI) or 3 (UK) and evidence of ability to study at academic Level 6 (ROI) or 4 (UK).
- Experience of paid or voluntary work with vulnerable people and/or other community work. This experience should be sufficient to enable the student to clearly demonstrate their commitment, motivation and understanding of social care work in practice. This understanding will be validated through the submission of an employer's reference and/or interview where appropriate.
- Learners must be available to undertake a practical supervised work placement (1000 hours minimum) across a range of social care settings. Learners may normally be in employment and must be able to continue working in an appropriate setting whilst undertaking the Practice Placement modules of the Degree.
- English Language Requirement: Applicants must be competent in both written and spoken English. For any applicants whose first language is not English must also demonstrate their level of English is acceptable, by achieving a score in a recognised test such as: British Council IELTS: normally minimum level 6.5 overall with a minimum of 6.0 in the reading and writing components.
- Garda Vetting is required for all Health & Social Care placements and learners can apply for this through the college who in turn apply to the National Vetting Bureau (NVB) which helps to assess the suitability of all applicants on this programme. It is important to note that participation in or completion of this programme may be affected by subsequent disclosure/discovery. Depending upon the outcome of the vetting process, the college reserves the following rights: to not register a student, to remove an existing registered student, to delay the student's practice placement modules. In all circumstances, it is the student's responsibility to proactively disclose any convictions/cases pending.
- Learners undertaking this programme must have basic IT skills and access to the necessary equipment to enable them to undertake an online programme: computer, broadband, recording equipment necessary for some skills demonstration tasks, and where applicable any other specialised software/equipment.
- Occupational Health clearance certificate which certifies that you are fit to practice as a social care worker.
- In date, Manual Handling and First Aid certificate.
- Learners on placement may have to get certain vaccines to enable them to work in a variety of care settings: <https://www.hse.ie/eng/health/immunisation/hcpinfo/guidelines/chapter4.pdf>





# 5. Learning, Teaching and Assessment

## Induction

All Health & Social Care learners will have an 'Induction' period prior to commencing formal sessions. The induction is designed to welcome and introduce you to the staff, facilities, and resources of the programme and to familiarise learners with College policies and programme structure. It is also used to ensure that your registration includes all necessary information in order to identify any support and any additional requirements you may have.

The purpose of this is to allow you the opportunity to discover more about the way in which your programme is to be delivered and assessed, the facilities, and the range of activities and services available to support your study.

The Induction period will include explanations about the following:

- The programme handbook
- Programme structure
- The Induction packs
- Timetabling
- Health and Social Care Code of Conduct
- Meeting programme staff
- Online learning resources and eLearning platforms
- An introduction to library services and other support services
- Student welfare
- Enrolment as an Oxford Brookes student

Induction is a crucial element of your programme. There will be time during this period to answer any questions that you may have. It will be delivered through a combination of presentation lectures, workshops (physical), seminars and tutorials (virtual). You will work independently and in groups, focusing on the skills necessary to develop and increase professionalism. Details surrounding work-based learning requirements and expectations will also be discussed.

*Note: All learners will be screened during induction in order to identify any particular additional Learning Support needs that they may require whilst on their programme of study.*

## Learning and Teaching Methods

This programme will be delivered online using a combination of suitable online teaching and learning activities consisting of a range of synchronous and asynchronous directed and self-directed study. These methods will be guided and supported through online lectures, tutorials, discussions, collaborative and independent learning.

Suitable teaching methods will comprise Live Online Lectures which are intended for the direct teaching of core module topics, to support the learning process and to assist in the understanding of the module content. Additionally, learners will engage in a series of online activities which will include pre-recorded video content, written content, discussion forums,

presentations, uploaded readings, quizzes and exercises, all of which will all be hosted in the colleges eLearning system.

Learners will engage in periodic Online Tutorials which will be supported with lecturer guided discussions as a way of encouraging peer to peer engagement and interactions.

Over the duration of their programme learners will be provided with the opportunity to engage with series of activities and tasks that will be directly linked to key module topics and will afford learners with the opportunity of formative feedback in preparation of their final module assessment. Learners will be required to search for and select relevant literature in order to engage with the module content at a deeper level, which they can then apply to their overarching assignment in order to demonstrate their understanding of the module.

A core theme of the programme is to provide learners with the opportunity to reflect on practice using work-based examples and shared experiences via guided online discussions. Furthermore, online lectures will be delivered in such a way that learners will develop Brookes graduate attributes of academic literacy, research literacy, digital and information literacy, critical awareness and personal literacy and active citizenship. The range of appropriate online teaching and learning strategies adopted by the college will aim to;

- Introduce learners to and encourage them to engage in new areas of knowledge. Learners will also be given the opportunity to broaden and deepen their existing knowledge.
- Encourage learners to engage in critical analysis of concepts, theories and practise and to assess their understanding through ongoing engagement and activities.
- Give learners the opportunity to acquire practical experience in a range of activities relevant to their role in the professional environment.
- Encourage learners to engage in critical reflection. Learners will be asked to reflect on new knowledge and understanding and on their own experiences.

By the end of their study on this programme learners will have had the opportunity to:

- Participate in a diverse range of online teaching and learning activities.
- Develop Digital Literacy skills in the application of IT skills required for effective online study.
- Engage in online peer to peer discussions and activities to share learning and reflection on practice.
- Engage with innovative and interactive learning support materials.
- Engage in formative feedback on draft written work with course lecturers.
- Engage in period reviews of practical performance in the workplace.
- Benefit from ongoing summative assessment feedback for the improvement of academic literacy.

## How will I be assessed

The overall summative assessment strategy centres around using a combination of continuous assessment through coursework and final assessments. For the suitability of online learning final examinations have not been considered as part of the overall assessment strategy.

The continuous assessment portion will consist of a series of tasks that aim to evaluate learning progress continually over the teaching period of a module. The methods used to achieve these aims include but are not limited to the following examples; online quizzes, forum contributions, short papers and presentations. Within each module, there is the opportunity to avail of group assessments when employing some or all of these methods. A collection of these tasks will make up the learners' portfolio assessment which has been embedded as a strategy across most of the modules to be completed over the three-year programme.

These tasks may be lecturer or systems graded depending on their nature. While the actual methods used to evaluate learning differ from module to module, all modules will contain an element of continuous assessment in the example of the portfolio task to be completed.

Final assessments contribute the majority of weighting and are generally longer assignments that aim to assess more learning outcomes. These assessments are lecturer graded and completed individually by each student. Academic integrity is preserved using Turnitin which is embedded in the online learning environment learners will use to submit their assignments.

Throughout the course, lecturers have opportunities to informally assess learners and provide formative feedback through live online lectures and tutorials as well as through ongoing communications with students.

## Grading Criteria

The Open College & Oxford Brookes have a common marking criterion. This is supplemented with module-specific criteria. The criteria include sections on presentation and style; conforming to instructions and clarity of objectives; content and knowledge; thinking, analysis and conclusions; methodology; practical and interpersonal skills.

The purpose of having common marking criteria is to provide both you and the staff with a clear idea of what is expected and how marks are allocated.

## Grades

This table gives you an idea of how the % you are awarded is translated into a grade.

Percentage Range	Grade
75-100	A+
70-74	A
65-69	B+
60-64	B
55-59	C+
50-54	C
45-49	D+
40-44	D
0-39	F

For more information please refer to <https://www.brookes.ac.uk/regulations/assessment-and-progression/marks-and-grades>

## How Does Feedback Work

**Formal written feedback will be available to learners on collection of their work from the date when results are released. Any variation to this will be contained in the module handbook.**

Feedback will be given also to you throughout your programme in a wide variety of ways and it can take the form of verbal and written feedback.

Feedback is one of the most important ways you can find out how you are progressing in your programme in both academic work and in practice.

Feedback is not designed to be threatening but is a real opportunity for you to review how you think you are progressing following comments, and to alter either your academic or practice work to improve in the future.

**Verbal feedback** will be given to you implicitly or explicitly on a regular basis while you are in practice. This will take the form of meetings held between you, the module leader and practice educator. Your Lecturer will also provide you with written feedback in your Practice Assessment Document in relation to your reflective writing about the competencies.

**Written feedback** will be given to you when you provide outlines of your academic work to be reviewed. This will be in different formats depending on whether the assessment is a presentation, essay, a case study or perhaps a poster.

You will receive also feedback on your completed academic work during the marking process. *It is really useful to read this feedback as staff take time to give it to you and it really is the best way to improve your marks in the future.*

## Practice Placement:

A minimum of 1000 hours in placement will be completed over the duration of this three-year programme. Learners will complete a minimum of 400 hours in each Year (1) and (2) and an additional 200 hours in Year (3).

Placement hours will be split across five blocks, two blocks in Year (1), two blocks in Year (2) and the final block in Year (3) - with a minimum of 200 hours to be completed during each block. Each placement will be undertaken in contrasting settings with different service user groups and in their final Year (3) learners will chose from their preferred setting in order to link practice to theory for discussion throughout their dissertation.

Over the duration of their placement learners will be required to demonstrate the Standards of Proficiency across the five domains of professional care practice, including; 1) Professional Autonomy and Accountability, 2) Communication, Collaborative Practice and Teamworking, 3) Safety and Quality, 4) Professional Development and 5) Professional Knowledge and Skills.





## 6. Career Opportunities

---

### Employment:

This BA (Hons) in Health & Social Care Degree will equip you with knowledge and skills for employment in a variety of health & social care contexts, some examples below;

- Residential Care Services
- Disability Services
- Addiction Services
- Community Projects
- Probation and Welfare Agents
- Mental Health Services
- Marginalised and Vulnerable groups: Homelessness, Addiction, Travelling Community, Migrants
- Aging Care.

With a Level 6 (UK) Degree or Level 8 (ROI) comparable, Health & Social Care graduates may also work in management positions in these areas.

### Progression:

Learners who successfully complete this programme may use this award towards completing a suitable Higher Diploma and/or Masters Degree programme with another reputable third level institute/university.

**Successful students will also be prepared for further academic study and many choose professional routes such as:**

- Social Work
- Occupational Therapy
- Physiotherapy
- Teaching
- Health Promotion
- Speech and Language Therapy
- Business management e.g. in Human Resources.

*Please note that The Open College and Oxford Brookes University have no direct affiliation or partnerships with any third level institute/university for the provision of access to further study programmes and so it is advisable that learners check out the entry requirements of any intended further study options available to them.*

## 8. Fees

---

Year One  
**€3,895**  
Full Academic Year

or Installment Plan Available

First Payment – €1,000

Then 10 payments of €295

Year Two  
**€3,895**  
Full Academic Year

or Installment Plan

First Payment – €1,000

and 10 payments of €295

Year Three  
**€3,895**  
Full Academic Year

or Installment Plan

First Payment – €1,000

and 10 payments of €295





# THE OPEN COLLEGE

Let us Help you Succeed

---

[www.theopencollege.com](http://www.theopencollege.com)

The Learning Centre, Dublin 18  
Tel: 01 2061828 / 01 2061829  
Email: [info@theopencollege.com](mailto:info@theopencollege.com)

---