Diploma of Higher Education in Health and Social Care

Programme Specification

September 2017

Whether you’re starting out, moving up or starting again
WE’RE READY WHEN YOU ARE.

University of Derby Online Learning

<table>
<thead>
<tr>
<th>Commencing</th>
<th>September 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme code</td>
<td>OLUBF</td>
</tr>
<tr>
<td>JACS code</td>
<td>L510</td>
</tr>
</tbody>
</table>

www.derby.ac.uk/online
Table of contents

SECTION ONE: General Information ................................................................. 4
Programme Title ............................................................................................... 4
Award Title ........................................................................................................ 4
Interim Award .................................................................................................... 4
Mode of Study .................................................................................................... 4
Programme Start Date/Review Date ................................................................. 4
Awarding Institution ........................................................................................ 4
Faculty Managing the Programme .................................................................... 4
Institution(s) Delivering the Programme/Joint Honours Subject .................. 4

The programme has a collaborative partner delivering Levels 4 and 5 at London College .................................................................................................................................................. 4

Relevant External Subject Benchmark Statement(s) ....................................... 4
External Accreditation ....................................................................................... 4
JACS Code(s) ..................................................................................................... 4

SECTION TWO: Overview .............................................................................. 4
Overview of the Programme ............................................................................ 5
Programme Aims ............................................................................................... 7

SECTION THREE: Programme Learning Outcomes ..................................... 7
Knowledge and understanding ........................................................................ 7
Level 4 .............................................................................................................. 7
Level 5 .............................................................................................................. 8
Intellectual skills ............................................................................................... 8
Level 4: ........................................................................................................... 8
Level 5: ........................................................................................................... 8
Subject specific skills ....................................................................................... 9
Level 4: ........................................................................................................... 9
SECTION FOUR: Programme Structure & Curriculum

Structure and Curriculum

Study Plans (Level 4)

Study Plans (Level 5)

Module Learning Design Types

Personal Development Planning (PDP)

PDP elements will be integrated throughout the programme by:

SECTION FIVE: Learning & Teaching

Online Teaching and Learning Methods

SECTION SIX: Assessment

General Approach:

SECTION SEVEN: Admission

Entry Requirements

SECTION EIGHT: Learner Support & Guidance

Learner Support

Programme Leadership

Development and Delivery Team

Associate Academics
Module Author...........................................................................................................................................28

Information about other support that might be available in the University is available by accessing the Inclusive Practice web pages.........................................................28

The Learner Voice ....................................................................................................................................28

SECTION NINE: Employability ..............................................................................................................29

SECTION TEN: Post Programme Opportunities .................................................................................29

SECTION ELEVEN: External Links ......................................................................................................30

Appendix 1: Curriculum Map ................................................................................................................33
SECTION ONE: General Information

Programme Title
Diploma of Higher Education in Health and Social Care

Award Title
Diploma of Higher Education in Health and Social Care

Interim Award
Certificate of Higher Education in Health and Social Care

Mode of Study
Part-time, Online Distance learning

Programme Start Date/Review Date
Start date: September 2017
Period of Validation: Indefinite

Awarding Institution
University of Derby
University of Derby Online Learning (UDOL)

Faculty Managing the Programme
University of Derby Online Learning (UDOL)

Institution(s) Delivering the Programme/Joint Honours Subject
University of Derby
The programme has a collaborative partner delivering Levels 4 and 5 at London College.

Relevant External Subject Benchmark Statement(s)
- QAA subject benchmarks for Health Studies (2016)
- Curtin University Inter professional Capability Framework (2011)

The programme is also informed by the following documents:
- Standards of proficiency - Social Workers in England (Health and Care Professionals Council, 2017)
- Standards of conduct, performance and ethics (Health and Care Professionals Council, 2016)

External Accreditation
None

JACS Code(s)
L510 (Health and Welfare)
SECTION TWO: Overview

Overview of the Programme

This programme provides you with the opportunity to study a Diploma of Higher Education in Health and Social Care covering core areas of health policy, sociology, psychology, safeguarding, leadership, public health, research and applied practice. The curriculum is designed to provide a structured and cohesive focus on the core areas along with the advanced aspects of health and social care practice in the twenty first century.

This is an innovative programme which aims to have significant impact on health and social care. It seeks to prepare learners for the future professional health and social care workforce who are not restricted by boundaries and are able and prepared to work flexibly and creatively to accommodate the increasingly complex health and social care needs of individuals, families and communities. The programme is unique as it attracts learners with a wide range of health and social care interests who require a broad based curriculum which prepares them for work in a variety of settings. For some learners this programme exists as a springboard for the BSc (Hons) in Integrative Health and Social Care (top-up) and later specialisation into particular professions such as social work, nursing, teaching, occupational and other therapies. The programme is also important for learners who are already in work and are seeking a relevant, flexible programme of study that enables them to develop their existing skills and knowledge in order to progress and manage their career within their current chosen field.

It is increasingly recognised that new roles and new ways of working are required to respond more flexibly to the needs of people who use services. With an ageing UK population, people with long term and complex needs as well as new and local communities living with adverse health and social care conditions, there is a growing demand for services and an increasing need for new types of workers who have the requisite knowledge, essential areas of competence, strong professional values together with a commitment to integrated, flexible partnership working. Such workers are vital to ensuring the development of more collaborative ways of working between the health and local authority social care commissioners and the voluntary, independent and private sector providers.

The Diploma of Higher Education in Health and Social Care is suitable for a wide range of professionals involved in the provision and delivery of a changing and expanding health and social care agenda. As a learner on the programme you could be from any one of these roles:

- Care home advocate;
- Care managers;
- Drug and alcohol worker;
- Education welfare officer;
- Family support worker;
- Grants officer;
- Health educators;
- Health promotion worker;
- Health scientists;
- Healthcare assistants and healthcare support workers;
- Paramedics;
- Practice managers;
- Probation Services officer;
- Registered care home manager;
- Residential support worker;
- Social researcher;
- Social work assistant;
- Social workers and social work assistants;
- Specialist practitioners;
- Substance abuse outreach worker;
- Victim care officer;
- Volunteer co-ordinator.
Increasingly, health and social care practitioners are being called upon to lead change within their organisation on both practice and strategic fronts. Consultation with key partners, stakeholders and learners has highlighted the demand for flexible, inter-professional programmes such as this. As a programme team we are aware that health and social care practitioners are required to have a wide range of specific and transferable skills and this programme offers you the diversity and flexibility that will help you develop these skills.

The Diploma of Higher Education in Health and Social Care therefore reflects the changing requirements within the health and social care arena that expects skilled and flexible professionals to adapt and lead developments in their own specific area of practice. The National Health Service (NHS) Liberating the NHS: Developing the Healthcare Workforce (2012) requires a workforce that is adaptable and flexible, health professionals who are competent and capable and operate within the NHS values and behaviours. One of the seven principles contained within the Department of Health’s (2010) “A vision for adult social care: Capable communities and active citizens” calls for partnership working to ensure care and support delivered in a partnership between individuals, communities, the voluntary and private sectors, the NHS and councils.

The focus of this programme encapsulates the principle of ensuring a developed workforce with a secure knowledge and skills base in integrative care fit for the 21st century. This programme reflects the academic benchmarks for learners in health and social care to meet defined standards in knowledge, practice and application of ethical principles. Practitioners within health and social care are facing both challenges and opportunities that require innovation and the need to work inter-professionally. This programme will be intellectually challenging and enable organisations and markets to develop a workforce that can deliver effective health and social care, inter-agency working, policy development, strategic intentions as well as an integrative way of working. All of this is with a view to ensuring that patient, client, family, social and community benefit as a result of these interventions. Whilst studying on this programme, you will engage with an educational experience that is in tune with the rapidly changing context of health and social care nationally and internationally.

The programme serves several main purposes:

- to prepare you to critically engage with health and social care services, policy and practice at an individual, family and societal level;
- to enable you to relate theory to health and social care practice;
- to support your academic development to diploma level;
- to enable you to become a digitally confident, reflective, life-long learner and
- to enhance your employability skills.
Programme Aims

The programme as a whole aims to:

- foster creative and confident learners who can demonstrate an evidence based approach to practice;
- develop collaborative inter professionally-capable learners equipped for career and/or educational progression through academic excellence;
- inspire learners to be motivated towards continuous and progressive lifelong learning, employing digital literacy and digital scholarship;
- create learners who can reflect, evaluate and apply their learning within the context of practice;
- prepare learners within their own area of expertise who can demonstrate competence in practice, practice leadership and practice development;
- equip learners with comprehensive subject specific and transferable skills, values and knowledge appropriate for evaluation, independent study and professional development.

SECTION THREE: Programme Learning Outcomes

The Programme Learning Outcomes for the Diploma of Higher Education in Health and Social Care are designed to achieve level 4 and 5 outcomes as follows:

Knowledge and understanding

Level 4;
Learners will have knowledge and understanding of the:

- history, concepts, values and skills of health and social care;
- diversity of contexts of people using services, their families and carers;
- health care and social care policies shaping the delivery of integrated health and social care services and practice;
- the range of professional roles available in the delivery, management and development of integrated health and social care services and
- the contemporary issues at the forefront of the subject.
Level 5:
Learners will:

- build on their knowledge and develop a more critical understanding and consideration of the information;
- explore employability and personal development opportunities in greater depth;
- contribute to the philosophical and ethical debate and controversies in the wider society;
- develop a critical appreciation of the ethical and social implications associated with health and social care;
- demonstrate an analytical awareness of contemporary issues.

Intellectual skills

Level 4:
Learners will have the intellectual skills to be able to:

- develop a critical integration of theory, policy, research and practice to make informed professional and ethical decisions;
- use analysis, academic explanation and reasoning to articulate theoretical arguments within a variety of health and social care contexts to diploma level;
- adopt problem solving and solution focused approaches to health and social care problems within a framework of equality, person centred practice whilst recognising the need for flexibility and adaptability in meeting the changing social demands and
- reflect on and evaluate personal and professional development needs within the conceptual and value bases of health and social care.

Level 5:
Learners will have the intellectual skills to be able to:

- evaluate personal and professional development needs within the conceptual and value bases of health and social care;
- use analysis, academic explanation and reasoning to articulate theoretical arguments within a variety of health and social care contexts at diploma level;
- become more research-minded in relation to evidence based practice.
Subject specific skills

Level 4:
Learners will have the subject-specific skills to be able to:

- reflect on the links between individual experience of health and health issues and the wider social and structural elements relevant to health and well-being;

- evaluate, apply and integrate knowledge and understanding of the social processes associated with, for example, poverty, migration, unemployment, poor health, disablement, lack of education and other sources of disadvantage) that lead to marginalisation, isolation and exclusion;

- examine contemporary activities and ideologies impacting on the UK population for example the legal and welfare systems, and the provision, financing and regulation of social security, education, health and social care and housing;

- work directly with people who use services, their families and carers for the purposes of service delivery, including the development of personalised services, individual budgets and direct payments;

- develop an appreciation of how organisations and businesses within the health and social care sector operate;

- work with professionals across a range of sectors demonstrating professional conduct appropriate to employment;

- develop confident, creative, ethical practice in a range of settings which meet external benchmarks and standards and

- use tutorial and supervisory relationships to enhance their continuing academic and professional development.

Level 5:
Learners will have the subject-specific skills to be able to:

- examine in an analytical manner, contemporary activities and ideologies impacting on health and social care services;

- identify and propose recommendations to enhance service delivery and provide compassionate care;

- explore the complexities of inter-professional working;

- develop leadership skills which can be utilised in the practice environment;

- analyse and utilise research for evidence based practice;

- practice in a manner that is conversant with safeguarding issues, policy and practice.
Transferable skills

The essentially applied nature of health and social care studies indicates that learners will have acquired many other competencies related to the successful completion of a diploma programme, which are also relevant and transferable in terms of the graduate's successful career management. They are transferable to a wide range of employment and, drawing from the QAA subject benchmark statements for Health Studies (2016); Social Work (2016) and Social Policy and Administration (2015) may be summarised as an ability at Level 4 to:

- communicate effectively with people who use services, their families, carers, groups and with other professionals using information and communication technologies;
- consult and advocate with users of health and social care services, their families and carers in ways that increase their resources, capacity and power to influence factors affecting their lives;
- identify and manage appropriate frameworks to challenge unacceptable practices in a responsible and professional manner;
- manage problem-solving activities using imagination, innovation and flexibility in seeking solutions to social problems;
- gather information from a wide range of sources and by a variety of methods, for a range of purposes;
- demonstrate self-management of learning: the ability to work autonomously recognising the need for consultation, supervision and guidance;
- demonstrate effective team working and negotiation skills in cooperation with others;
- reflect on own and others' value systems and critically explore such values in a range of contexts;
- analyse and take account of the impact of inequality and discrimination;
- be emotionally literate and sensitive to the values and interests of others;
- demonstrate information literacy and Digital literacy skills.

Level 5:

Learners will be able to:

- manage more complex problem-solving activities using imagination, innovation and flexibility in seeking solutions to social problems;
- undertake a leadership role in managing people and projects in the context of multi-agency working;
- analyse and take action in situations of inequality and discrimination;
- transfer knowledge of safeguarding and risk factors to practice situations.
- develop the ability to write in an analytical manner and research source material more widely.
SECTION FOUR: Programme Structure & Curriculum

Structure and Curriculum

(Diagram 1: Structure of the Diploma of Higher Education in Health and Social Care)
The Diploma of Higher Education in Health and Social Care has been designed to provide you with an online programme of study which meets the requirements of the health and social care agenda.

All the Level 4 and 5 modules are Core Modules and have been developed for the underpinning theories, concepts and frameworks to relate to health and social care practice.

Each 20 credit single module requires 200 hours of individual study over a 10 week study period (roughly equating to 20 hours per week) and there are 3 entry points Autumn, Spring and Summer. Modules are free standing in terms of content, teaching and assessment and there are no pre-requisite modules. Detailed information regarding the recommended study requirements is located within the individual module specifications.

You will be studying on a part-time basis, (one module per trimester). The study pattern is outlined in Diagram 2.

Learners will undertake 120 credits at each level of study (240 credits in total), with normally 60 credits being completed in each year. Level 4 will therefore be studied in two years and Level 5 in a further two years, taking four years in total to achieve the qualification of Diploma of Higher Education in Health and Social Care.
## Study Plans (Level 4)

### Autumn start

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn T1 Yr1</strong> Ways of Knowing</td>
</tr>
<tr>
<td><strong>Spring T2 Yr1</strong> Understanding Physical Health Conditions.</td>
</tr>
<tr>
<td><strong>Summer T3 Yr1</strong> Working with People</td>
</tr>
<tr>
<td><strong>Autumn T1 Yr2</strong> Health Policy and Social Trends</td>
</tr>
<tr>
<td><strong>Spring T2 Yr2</strong> Psychological Approaches to Care</td>
</tr>
<tr>
<td><strong>Summer T3 Yr2</strong> Social Approaches to Health and Wellbeing</td>
</tr>
</tbody>
</table>

### Spring start

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring T2 Yr1</strong> Understanding Physical Health Conditions.</td>
</tr>
<tr>
<td><strong>Summer T3 Yr1</strong> Working with People</td>
</tr>
<tr>
<td><strong>Autumn T1 Yr1</strong> Ways of Knowing</td>
</tr>
<tr>
<td><strong>Spring T2 Yr2</strong> Psychological Approaches to Care</td>
</tr>
<tr>
<td><strong>Summer T3 Yr2</strong> Social Approaches to Health and Wellbeing</td>
</tr>
<tr>
<td><strong>Autumn T1 Yr2</strong> Health Policy and Social Trends</td>
</tr>
</tbody>
</table>

### Summer start

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer T3 Yr1</strong> Working with People</td>
</tr>
<tr>
<td><strong>Autumn T1 Yr1</strong> Ways of Knowing</td>
</tr>
<tr>
<td><strong>Spring T2 Yr1</strong> Understanding Physical Health Conditions.</td>
</tr>
<tr>
<td><strong>Summer T3 Yr2</strong> Sociological Approaches to Health and Wellbeing</td>
</tr>
<tr>
<td><strong>Autumn T1 Yr2</strong> Health Policy and Social Trends</td>
</tr>
<tr>
<td><strong>Spring T2 Yr2</strong> Psychological Approaches to Care</td>
</tr>
</tbody>
</table>
### Study Plans (Level 5)

#### Autumn start

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn T1 Yr3: Professional Development in Health and Social Care</td>
</tr>
<tr>
<td>Spring T2 Yr3: Leadership Skills in Health and Social Care Practice</td>
</tr>
<tr>
<td>Summer T3 Yr3: Critical Issues in Adult Care</td>
</tr>
<tr>
<td>Autumn T1 Yr4: Safeguarding Children</td>
</tr>
<tr>
<td>Spring T2 Yr4: Public Health and Health Promotion</td>
</tr>
<tr>
<td>Summer T3 Yr4: Researching Health and Social Care</td>
</tr>
</tbody>
</table>

#### Spring start

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring T2 Yr3: Leadership Skills in Health and Social Care Practice</td>
</tr>
<tr>
<td>Summer T3 Yr3: Critical Issues in Adult Care</td>
</tr>
<tr>
<td>Autumn T1 Yr3: Professional Development in Health and Social Care</td>
</tr>
<tr>
<td>Spring T2 Yr4: Public Health and Health Promotion</td>
</tr>
<tr>
<td>Summer T3 Yr4: Researching Health and Social Care</td>
</tr>
<tr>
<td>Autumn T1 Yr4: Safeguarding Children</td>
</tr>
</tbody>
</table>

#### Summer start

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer T3 Yr3: Critical Issues in Adult Care</td>
</tr>
<tr>
<td>Autumn T1 Yr3: Professional Development in Health and Social Care</td>
</tr>
<tr>
<td>Spring T2 Yr3: Leadership Skills in Health and Social Care Practice</td>
</tr>
<tr>
<td>Summer T3 Yr4: Researching Health and Social Care</td>
</tr>
<tr>
<td>Autumn T1 Yr4: Safeguarding Children</td>
</tr>
<tr>
<td>Spring T2 Yr4: Public Health and Health Promotion</td>
</tr>
</tbody>
</table>
Module Learning Design Types

When viewed holistically the programme contains a combination of all the learning design types that specifically reflect the nature of online learning. These are as follows:

- Self-paced, supported online learning (S)
- Collaborative online learning (C)
- Portfolio-based, reflective online learning (R)

In some cases the learning design types are combined, for example self-paced supported with significant collaborative activity (SC) or Self-paced supported with significant reflective activity (SR).

A description of each learning design type can be found in Section 5: Programme Delivery.

You can see in the tables below the abbreviations placed beside individual modules identifying the learning design type used.

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning design type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of Knowing</td>
<td>Reflective – portfolio based</td>
</tr>
<tr>
<td>Health Policy and Social Trends</td>
<td>Self-paced</td>
</tr>
<tr>
<td>Working with People</td>
<td>Self-paced</td>
</tr>
<tr>
<td>Understanding Physical Health Conditions</td>
<td>Self-paced</td>
</tr>
<tr>
<td>Psychological Approaches to Care</td>
<td>Self-paced</td>
</tr>
<tr>
<td>Social Approaches to Health and Wellbeing</td>
<td>Self-paced with collaborative</td>
</tr>
<tr>
<td>Professional Development in Health and Social Care</td>
<td>Reflective – portfolio based</td>
</tr>
<tr>
<td>Leadership Skills in Health and Social Care Practice</td>
<td>Reflective – portfolio based</td>
</tr>
<tr>
<td>Critical Issues in Adult Care</td>
<td>Self-paced with collaborative</td>
</tr>
<tr>
<td>Safeguarding Children</td>
<td>Self-paced</td>
</tr>
<tr>
<td>Public Health and Health Promotion</td>
<td>Self-paced with collaborative</td>
</tr>
<tr>
<td>Researching Health and Social Care</td>
<td>Self-paced</td>
</tr>
</tbody>
</table>
**Personal Development Planning (PDP)**

For this programme we have acknowledged the Higher Education Academy (HEA) (2012) definition of Personal Development Planning:

PDP is defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'.

PDP embraces a range of approaches to learning that connect planning (an individual's goals and intentions for learning or achievement), doing (aligning actions to intentions), recording (thoughts, ideas, experiences, in order to understand and evidence the process and results of learning) and reflection (reviewing and evaluating experiences and the results of learning).

The Diploma of Higher Education in Health and Social Care is built upon the philosophy of Personal Development Planning and is underpinned by the expectation that you will reflect on your own learning and become increasingly autonomous as you progress through your studies. This will be in both your role as a learner but also in your subject/profession.

You will also be able to network with peers at the programme level as well as the module level, many of whom are health and social care practitioners globally located, hence interaction and collaborative work offers excellent networking opportunities.

Opportunities for PDP are included in the programme in the following ways:

- The application of learning materials to current practice within health and social care
- The use of critical reflection within modules.
- PDP is not restricted to portfolio development but is integral within modules as part of individual personal and professional development.

Reference to guidance from relevant professional bodies should be considered alongside PDP requirements for this programme. During the programme, you will be directed to activities that assist you in developing your career plan, your use of tools and technologies and your academic scholarship. The types of activities you encounter will be appropriate for the module (and learning design type) you are studying. This approach will give you the opportunity to develop and demonstrate new skills within your module and as you progress through your programme.

Drawing on the model and range of graduate skills identified by Jackson et al (2013), these are grouped and mapped against each learning design type to ensure that you have the opportunity to develop all of them within their programme.
PDP elements will be integrated throughout the programme by:

- The use of an initial skills diagnosis and links to additional self-study resources

- The use of a microsite called 'Personal Development Planning for the Digital Age'. This microsite will contain a range of learning objects that address digital literacy, digital scholarship and graduate employment skills, all of these skills being considered transferable - from study to employment and vice versa. The learning objects can used in several ways:
  
  o Learners may be directed to carry out tasks which have been written into the authored materials.
  
  o The Associate Academic may request or advise learners to study specific skills to improve their understanding of a work related concept, develop a specific digital literacy or enhance a specific scholarship skill. The will look for the development of these skills within the module.
  
  o Learners may proactively engage with the microsite to develop the skills independently.

The attributes are mapped against each learning design type to ensure learners have the opportunity to develop all of them within the programme.
SECTION FIVE: Learning & Teaching

Online Teaching and Learning Methods

In accordance with the philosophy of our programme and the Academic Framework of UDOL, the delivery of the Diploma of Higher Education in Health and Social Care programme offers both variety and flexibility and assures the learning and assessment activities are relevant and of value to your future professional practice. The delivery is completely online responding to the need of your working and family commitments.

The development of skills in critical reflection and evaluation are essential to academic and professional competence and in developing questioning graduates with the ability for autonomous practice within their sphere of expertise. These skills, and specific knowledge from individual modules, will be developed as you progress through the programme.
The programme team is committed to preparing you to work inter-professionally. During the programme you will be actively encouraged to value the need for, and benefits of working within an inter-professional framework to provide a holistic approach to person centred care.

In some modules you will be encouraged to bring your online learning into work-based situations and will be provided with opportunities to apply your academic studies to real-life situations. As autonomous learners you will be expected to participate fully in experiential, individualised and self-directed learning and teaching.

All learners are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving individuals. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics. You will not be engaged in any primary research whilst studying on the Diploma of Higher Education in Health and Social Care.

This programme is underpinned by the University of Derby Online Learning’s Academic Framework. This framework outlines the teaching and learning approach taken within modules delivered through the online mode. Modules within the Diploma of Higher Education in Health and Social Care use the “Self-paced, Supported Online Learning” learning design, the “Collaborative Online Learning” design and the “Reflective Online Learning” design.

**The key features of self-paced, supported online learning are:**

- You can work through the module at your own pace, with a tutor and peer group to call on for support, with a set of optional tasks to undertake to support your learning and with explicitly identified formative assessment activities about which you receive online feedback and guidance from your online tutor.

- You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.

- Each unit of content contains optional tasks for you to undertake to apply or ‘process’ the content. These activities will include suggestions for postings you could make in the community space for the module.

- You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

**The key features of collaborative online learning are:**

- At a set point or points within the module, you are required to participate in online collaborative activity with a small group of your peers which contributes towards your final assessment for the module.

- A primary responsibility of the tutor will be to facilitate the assessed collaborative activity.

- The collaborative activity will take place within a private space for each group within the module’s ‘Community space’ on Blackboard.
- You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers.

- Some of the units of content contain optional tasks for you to undertake to apply or ‘process’ the content.

- There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.

- The community space / discussion area will be lead and managed by online tutors.

- You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

The key features of reflective online learning are:

- As you work through the module, you are set activities that require you to contribute to a ‘portfolio’ of work or continuous reflections which contribute to your final assessment for the module.

- The portfolio or collection of reflections (which may be a blog or journal) can be used to assess knowledge, to assess reflective skills (such as analysis, synthesis or evaluation, often higher level skills) or to assess development over a period of time.

- You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, presentations with voiceovers.

- There will be a community space / discussion area for the module which is the primary space for you to receive support from tutors and peers.

- The community space / discussion area will be lead and managed by online tutors.

- A primary responsibility of the tutor will be to facilitate and provide formative feedback on the production and development of your portfolio of work.

- You may be provided with the opportunity to participate in a set number of live classroom sessions during the module (and recordings of these sessions will be made available to everyone on the module).

A common approach is for regular activities to be set based on the content of an online unit and then you are provided with the opportunity to discuss this work in online discussions. Feedback may be in groups or to you individually.
SECTION SIX: Assessment

General Approach:
The emphasis of this Diploma of Higher Education in Health and Social Care is for you to produce assessed work that will be topical, innovative and current to reflect your working practices. Thus assessments have been designed to be flexible and innovative facilitating inter-professional learning and allowing you to produce work relevant to your own practice environment.

In all modules there is a formative piece of assessment. These have been designed to be part of the overall assessment to provide you with important feedback on which to build and structure the final piece of work. Formative assessments are constructively aligned with summative assessments, module learning outcomes and programme learning outcomes.

Underpinning UDOL’s assessment strategy is the need for practitioners qualifying with specific awards to be fit for purpose and fit for practice. The forms of assessment have therefore been driven by the needs of practice as directed by stakeholders, partners and specialists in the field. As a programme team we have endeavoured to provide diversity in the assessment types to ensure that we are catering for the variety of learning styles.

Similarly, the methods of assessment for each module are designed to test the learning outcomes of the module. Each module specification outlines the assessment you will undertake. Our approach to assessment ensures that:

- each assessment has value and relevance to practice and/or the award;
- the assessment is based on academic rigour to test and achieve the module/programme learning outcomes and application to learning and
- the academic credibility of the programme is upheld.

Modules are typically assessed through one or more coursework assignments. Depending on the nature of a given coursework assignment, you will be given the assignment specification at the beginning of the module for hand-in at the end of the module. Normally, you receive feedback on coursework within three weeks of submission or completion. Modules also provide ample opportunities for formative feedback to guide you in your learning.

Coursework assignments may involve essays, reports, projects, creating artefacts or displays answering or reflecting on questions, or various combinations of these submitted as a portfolio of work. Coursework assignments may be individual or collaborative (ie, involve group work). Some may be based entirely on material covered in online units or others may require independent research. Assignments will be submitted in line with the University’s requirement for the electronic submission of all assessment tasks.

The assessment strategy takes into account the different learning needs of online learners and the following principles also inform our approach:

- To include a range of assessment types, with these being viewed holistically, within and across a programme structure.
To ensure that you are well-informed in advance of a module of the assessed online activity.

- To ensure that at the very beginning of a module you are made very clearly aware of the specific, assessed, activities or online participation that will be required of you and of the assessment criteria involved.

- To take a well-planned approach to the initiation of new or unusual assessment activity, paying attention to the need for clear instructions and opportunities to undertake low-risk preparatory activities to support familiarity with the technology involved or the development of new skills.

- To ensure that sufficient time is allowed within modules where there are multiple assessment types for you to grasp the different approaches to assessment.

- Assessments for all modules have been designed to be inclusive for all learners.

- Further detail on the University of Derby Online Learning’s approach to assessment can be found within our Academic Framework.

Formative activity is a core part of the ongoing teaching learning and assessment strategy.

The Diploma of Higher Education in Health and Social Care offers a phased approach to assessments as follows:

**At Stage One (Level 4)** assessments range from essays to direct observation of skills. A strong emphasis is placed on group work, written reflections, study support mechanisms and tutor-directed study. At this level you will demonstrate you can understand and reflect on your own and others’ ideas and that you can apply foundational knowledge, interpersonal skills and professional values to build working relationships with people who use services, their families, carers and work colleagues.

**At Stage Two (Level 5)** you explore more critically the knowledge, skills and values you encounter. You are encouraged through complex case studies, presentations and analysis of evidence-based practice to adopt a more critical approach to handling theoretical concepts and applying theory, research, policy and legislation to practice. A greater emphasis is placed on reading and research applied to practice.

Approaches to assessment are shown in the following table:

<table>
<thead>
<tr>
<th>Approaches to assessment</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment</td>
<td>Personal Development Planning (PDP) activities; skills audit; strengths and needs analysis</td>
</tr>
<tr>
<td>Peer assessment</td>
<td>Within Ways of Knowing module</td>
</tr>
</tbody>
</table>
### e-Portfolio
- Within Ways of Knowing and Professional Development in Health and Social Care modules

### Presentations
- Within Health Policy and Social Trends module and Critical Issues in Adult Care module

### e-Posters
- Within Social Approaches to Health and Wellbeing and Public Health and Health Promotion modules

### Essay
- Examples in several modules

### Critical review
- Researching Health and Social Care module

### Observation
- Working with People module

### Reflective journal/practice
- Ways of Knowing, Professional Development in Health and Social Care and Leadership Skills in Health and Social Care Practice modules

This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment. However, because of the nature of the programme, which focuses on practice, rules of confidentiality will be adhered to throughout the assessments. Confidentiality includes names of individuals, staff and patients/service users; addresses of individuals and identifying numbers including dates of birth or unit numbers. A breach of confidentiality results in a fail grade being awarded.

All assessments are internally moderated and externally moderated by an External Examiner. The Assessment Board considers the performance of learners on the programme and determines awards to be ratified by Academic Board. The Board will normally meet three times a year (February, June and September) in order to consider the academic performance of learners.
SECTION SEVEN: Admission

Within the context of the University’s Mission Statement, equal opportunities and the Admissions policy, the programme aims to attract a wide range of applicants.

We welcome and encourage applications from people of all ages as long as they can be considered adequately prepared to succeed on the programme. All applicants must satisfy the entry criteria but also be suitably prepared to achieve the aims and objectives of the programme.

The primary function of the admissions process is to ensure that there are grounds for believing that you are adequately prepared and will successfully complete the programme of study leading to the intended award.

As part of the process you will be required to submit a reference. This is to assess your suitability for the course but also to ensure you have access to an environment where you will be able to apply your skills to achieve the programme’s learning outcomes. This reference can be provided by someone who is also in your environment, who could be a manager or colleague.

In relation to accessing an environment in which you are able to apply your skills this does not have to be paid employment but can include voluntary work. We have used the term ‘practice’ throughout the programme, which often refers to paid employment however we have used it to mean:

1. The application or use of an idea, belief or method in any health and/or social care context and

2. As a name for the environment in which you exist, which may be employment or voluntary work in health and/or social care.

You are required throughout your period of study on the programme to be employed in the health and social care sector. It is your responsibility to inform the Academic Lead if you are no longer in practice-based employment.

Further information about the application process and admissions criteria can be found at https://www.derby.ac.uk/study/apply/gettingstarted-onlineapplicationguide/

Entry Requirements

Standard Entry Criteria

Level 4: Certificate of Higher Education

If you are a school leaver the entry requirements are likely to include:

- A levels (220 UCAS points - excluding General Studies) or equivalent qualifications, such as a BTEC National Diploma, Scottish Highers, etc.
- GCSE English Language and Mathematics (minimum grade C).
- We may also accept Access qualifications (with a grade of 22 merits or a distinction) IELTS 6.0. https://www.derby.ac.uk/online/english-language-requirements
University of Derby Online Learning

- Paid or voluntary work experience in the health and social care sector (no specific amount of hours) throughout your period of study on the programme.

If you are aged 21 and over and with relevant work experience (paid or voluntary) the entry requirements are likely to include:

- “Access to an environment where you will be able to apply your skills to achieve the individual module learning outcomes. This does not specifically need to be employment and could include voluntary work.” This mirrors the 'Integrative Health and Social Care BSc (Hons) top-up' course and is a requirement throughout your period of study on the programme.
- GCSE English Language and Mathematics (minimum grade C).
- We may also accept Access qualifications (with a grade of 22 merits or a distinction) or IELTS 6.0. https://www.derby.ac.uk/online/english-language-requirements

You will also be required to adhere to the University of Derby Equality and Diversity policy https://www.derby.ac.uk/about/organisation/hr/equalityanddiversity/ and the Student Code of Conduct https://www.derby.ac.uk/media/derbyacuk/contentassets/documents/academicregulations/201617/Part-L-Student-Code-of-Conduct--2016-v1.pdf

International / European Learners

The entry requirements for you as an international or European learner are the same as those identified for home learners.

When applying, it is essential that you submit the following:

- a) Qualification evidence awarded in your country
- b) Transcripts of all relevant education/training
- c) NARIC evidence
- d) International English Language Testing System (IELTS) with a score of 6.0 in all areas https://www.derby.ac.uk/online/english-language-requirements

Non-standard entrants

If your qualifications do not match the criteria above, you are a ‘non-standard' entrant and you will be required to submit evidence of your experience and counselled before being offered a place as a direct entrant to ensure that you have the necessary capacity for critical awareness and reflection.

If you have undertaken previous study at this level may wish to apply for Advanced Standing which will be assessed according to the University’s Recognition of Prior Learning (RPL) Regulatory Framework. This may be a combination of experience and/or certificated evidence.

If English is not your first language, the minimum English language qualifications acceptable is IELTS Level 6 https://www.derby.ac.uk/online/english-language-requirements.
SECTION EIGHT: Learner Support & Guidance

Learner Support

UDOL’s learning and Teaching Strategy does not disadvantage learners with additional needs. Learners experiencing difficulty or who have specific needs will be advised to use the University Central Support systems. Learners in employment will already benefit from workplace support systems, but are fully informed of and have access to all services available through the University of Derby.

There is an Online Learner Orientation which serves the purpose of highlighting the particular needs of online study and prepares you for the online learning environment. This orientation is available to you before formal entry to the programme and is accessible to you throughout your studies.

You will have access to an Online Learner Portal, this will be the main source of information and access to your studies throughout your programme, it directs you to appropriate support guidance and prepares you for the online study and online learning environment.

A number of support mechanisms are available through the portal and via direct contact:

- Academic Leads provide programme and academic guidance;
- Your Online Learner Advisor provides advice and guidance on administrative and pastoral support issues;
- Your Online Learner Advisor or Academic Lead is able to refer you to central University services designed to support your academic and personal development within the programme i.e. technical support, library services, careers or learner wellbeing;
- Associate Academics (Module Tutors) provide module support and guidance;
- Personal tutors will monitor and take an interest in your academic progress, profile and career plans.

There are many ways in which to access support during your studies either for tutorial support or general programme related matters as identified below.

Programme Leadership

The Diploma of Higher Education in Health and Social Care has a clearly identified management structure to support you throughout your studies which includes:
Senior Academic Manager

The Senior Academic Manager is responsible to the strategic implementation of the academic framework and driving academic decisions about the portfolio.

Academic Manager

The Academic Manager manages a range of programmes at a cross subject level and drives the coherence, consistency and online learner experience across the UDOL portfolio.

Academic Lead

The Academic Lead is a subject specialist and is the Programme Leader. The Academic Lead also takes line management responsibility for the online tutors.

Personal Tutors

Your Personal Tutor will sign you to appropriate support services and will monitor and take an interest in your academic progress, profile and career plans.

Online Learner Advisors

The Online Learner Advisors provide the bridge between you and the academic team. Their primary focus is on learner pastoral care and guidance.

Admissions Advisors

The Admissions Advisors are often your first contact with the University of Derby Online Learning. Their primary focus is to provide initial information and guidance in preparation to make an application.

Content and Commissioning Team

The content and commissioning team consists of a manager and web developers. This team coordinates the actions of authors and guides them in the preparation of academic learning materials.

Development and Delivery Team

You will also have access to the appropriate Associate academics for support on individual module-related matters. Methods of contact will be advised in the module information.

The teaching team is composed of Associate Academics and Module Authors that perform their duties under guidance from the Academic Lead and the Content and Commissioning Team. Many members of this team have Doctorate level credence, are exceptionally well published and have international reputation in their field.

Associate Academics

These are subject specialists within modules. An Associate Academic manages the learner experience within a module, encourages engagement and provides support. The Associate Academics also responsible for marking formative and summative assessments and providing feedback to learners.
Module Author

The module learning content is front loaded and prepared in advance of delivery. Internationally renowned module authors are appointed for their specialist knowledge in the subject area and their ability to visualise the learning process within the module. The module author is guided by the Content and Commissioning Team’s appointed project manager.

Information about other support that might be available in the University is available by accessing the Inclusive Practice web pages.

The Learner Voice

Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. Learners play an integral part in these processes. For this diverse and flexible programme it is crucial we learn from your experience.

As online learners use Blackboard/Course Resources as the medium for learning and collaboration, the Academic Lead is in the position to view the majority of the communications that take place between the tutor and learners, and also between learners themselves as part of group work and feedback on activities. This gives the Academic Lead the opportunity to pick up initial concerns and gauge if there are any potential problems both with the Associate Academic and the learners on a particular module. This allows UDOL to monitor the learner voice in an unobtrusive way and has allowed us since inception to make changes during the delivery of modules to improve the learner experience. The tutor constantly monitors the frequently asked questions forum in each module and responds to your e-mails in a timely manner.

We additionally ask for learner representation for our programme committee to represent the learner group. The learners’ voice provides an opportunity for the learner group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Through the student representatives we will seek formalised feedback on the delivery of each module. The programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice. Consequently the learners’ views are important to us and the identification of a representative to convey the views of the learner group is essential to the success and on-going development of the programme.

Learners will also be asked to complete a module evaluation that provides feedback after completion of each module. These will be reviewed by the associate academic and feedback reported to academic leaders and to the programme committee. Learners may also be asked to complete other online surveys by the academic team at different stages in their studies.

The role of student representative is not extensive and requires interaction with UDOL typically three times a year- to inform the programme committee meetings. The representative is also required to gather learner comments and provide feedback on the outcomes from each meeting.
SECTION NINE: Employability

Whilst undertaking this programme you may already be employed in a variety of health and social care settings locally, nationally or internationally. However the knowledge, values and skills gained from studying this programme will enhance your ability to develop your career and enrich your professional practice.

The programme increases graduate employability prospects because of the rising need for health and social care workers who can work across a widening range of professional care and support sectors. For example those who achieve the Diploma of Higher Education in Health and Social Care may go on to work in a wide range of statutory, voluntary and independent settings, for example:

- Advocacy work
- Commissioning and brokerage services.
- Community development
- Community mental health
- Dual diagnosis support teams (mental ill health and drug use)
- Health promotion projects
- Homelessness services
- Local Authority teams with vulnerable and at risk, children and adults
- Multi-agency teams working with families
- Refugee and asylum-seeker services
- Residential care units

SECTION TEN: Post Programme Opportunities

This programme is designed to provide you with highly transferable subject, academic and practical skills which are widely sought after in the health and social care sector. Furthermore the programme may enhance your academic ambitions which may include progressing on to Degree, Masters or Doctoral level studies.

From the Level 5 award, you can progress automatically onto the BSc (Hons) Integrative Health and Social Care (top-up) Degree delivered by the University of Derby Online Learning Department (UDOL). https://www.derby.ac.uk/online/course/integrative-health-and-social-care-bsc-top-up-degree.

In addition, obtaining the Diploma of Higher Education in Health and Social Care would enable you to progress on to study something more specific such as teaching, social work, counselling, nursing, occupational therapy and radiography. To obtain a professional award in areas such as social work, radiography, occupational therapy and nursing, studying a top-up Degree and Masters would be required.
Upon completion of this course, you may be interested in:

**UDOL Courses:**

- Counselling Studies and Skills (Not a License to Practice) University Diploma
- Cognitive Behavioural Studies and Skills (not a license for practice), University Advanced Diploma
- Dementia Care University Advanced Diploma
- Cognitive Behavioural Therapeutic Approaches BSc (Hons) Top-Up degree
- Integrative Health and Social Care BSc (Hons) Top-Up degree
- Nursing Studies BSc (Hons) Top-Up degree
- Perioperative Practice BSc (Hons) Top-Up degree
- Clinical Supervision Postgraduate Certificate
- Partnerships in Dementia Care Postgraduate Certificate
- Integrative Health and Social Care MSc

**Within the University of Derby- campus based:**

- Professional Development (Health and Social Care) FdSc
- Health and Social Care, BA (Hons) *(L590)*
- Health and Social Care, BA (Hons) with Foundation Year *(L592)*
- Advanced Practice MSc
- Health and Social Care Studies MSc *(MB9DE)*
- Health and Social Care MPhil or PhD
- Health and Social Care Practice Doctorate *(PB9AG)*

---

**SECTION ELEVEN: External Links**

The programme team maintain strong links with practice and this has been reflected in the design of this award. A range of bodies and stakeholders have assisted in the development of the health and social care portfolio at UDOL ranging from UK-based charities, Government bodies, leaders and managers across the University and external academics. This course is the result of those continued discussions and seeks to deliver to stakeholders, learners and employers the flexibility they seek to meet the demands of modern health and social care. The course is a continued portfolio development building on the relationships between UDOL, the College of Health and Social Care and wider networks including Age UK and Dementia Action Alliance.

External consultation with employers from across the whole range of provision in UDOL will continue as the course develops and progresses, involving the new organisations such as social enterprises, trusts, private and voluntary organisations. UDOL also benefits from links with international partners who work with us to enhance the programme for the benefit of both UK and international learners.
### Appendix 1: Curriculum Map

<table>
<thead>
<tr>
<th>Module</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of Knowing</td>
<td>WK</td>
</tr>
<tr>
<td>Health Policy and Social Trends</td>
<td>HPST</td>
</tr>
<tr>
<td>Working with People</td>
<td>WP</td>
</tr>
<tr>
<td>Understanding Physical Health Conditions</td>
<td>UPHC</td>
</tr>
<tr>
<td>Psychological Approaches to Care</td>
<td>PAC</td>
</tr>
<tr>
<td>Sociological Approaches to Health and Wellbeing</td>
<td>SAHW</td>
</tr>
<tr>
<td>Professional Development in Health and Social Care</td>
<td>PDHSC</td>
</tr>
<tr>
<td>Leadership Skills in Health and Social Care Practice</td>
<td>LSHSCP</td>
</tr>
<tr>
<td>Critical Issues in Adult Care</td>
<td>CIAC</td>
</tr>
<tr>
<td>Safeguarding Children</td>
<td>SC</td>
</tr>
<tr>
<td>Public Health and Health Promotion</td>
<td>PHHP</td>
</tr>
<tr>
<td>Researching Health and Social Care</td>
<td>RHSC</td>
</tr>
</tbody>
</table>

**Knowledge and understanding**

The history, concepts, values and skills of health and social care. | WK, WP, PDHSC, CIAC, SC |
### The diversity of contexts of people using services, their families and carers.

| HPST, WP, PAC, SAHW, PDHSC, CIAC, SC, PHHP |

### The health care and social care policies shaping the delivery of integrated health and social care services and practice.

| HPST, CIAC, SC, PHHP |

### The range of professional roles available in the delivery, management and development of integrated health and social care services.

| WP, PDHSC, LSHSCP, CIAC, SC, PHSC |

### The contemporary issues at the forefront of the subject.

| All modules |

### Intellectual skills

**Learners will have the intellectual skills to be able to:**

| HPST, WP, UPHC, PAC, SAHW, PDHSC, LSHSCP, CIAC, SC, RHSC |

#### Develop a critical integration of theory, policy, research and practice to make informed professional and ethical decisions.

| All modules |

#### Use critical analysis, academic explanation and reasoning to articulate theoretical arguments within a variety of health and social care contexts to Diploma level.

| All modules |

#### Adopt problem solving and solution focused approaches to health and social care problems within a framework of equality, person centred practice whilst recognising the need for flexibility and adaptability in meeting the changing social demands.

| WP, PAC, SAHW, LSHSCP |

#### Reflect on and evaluate personal and professional development needs within the conceptual and value bases of health and social care.

<p>| WK, PDHSC |</p>
<table>
<thead>
<tr>
<th>Subject specific skills</th>
<th>HPST, UPHC, SAHW, PHHP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically reflect on the links between individual experience of health and health issues and the wider social and structural elements relevant to health and well-being.</td>
<td></td>
</tr>
<tr>
<td>Critically evaluate, apply and integrate knowledge and understanding of the social processes associated with, for example, poverty, migration, unemployment, poor health, disablement, lack of education and other sources of disadvantage) that lead to marginalisation, isolation and exclusion.</td>
<td>HPST, WP, UPHC, PAC, SAHW,</td>
</tr>
<tr>
<td>Examine contemporary activities and ideologies impacting on the UK population for example the legal and welfare systems, and the provision, financing and regulation of social security, education, health and social care and housing.</td>
<td>HPST, CIAC, SC, PHHP, RHSC</td>
</tr>
<tr>
<td>Develop an appreciation of how organisations and businesses within the health and social care sector operate.</td>
<td>WP, LSHSCP, CIAC, SC</td>
</tr>
<tr>
<td>Work with professionals across a range of sectors demonstrating professional conduct appropriate to employment.</td>
<td>WP, CIAC, SC</td>
</tr>
<tr>
<td>Develop confident, creative, ethical practice in a range of settings which meet external benchmarks and standards.</td>
<td>WP, PAC, SAHW, PDHSC, LSHSCP, SC, PHHP</td>
</tr>
<tr>
<td>Use tutorial and supervisory relationships to enhance their continuing academic and professional development.</td>
<td>WK, PDHSC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively with people who use services, their families, carers, groups and with other professionals using information and communication technologies.</td>
<td>WK, WP, PDHSC, LSHSCP</td>
</tr>
<tr>
<td>Consult and advocate with users of health and social care services, their families and carers in ways that increase their resources, capacity and power to influence factors affecting their lives.</td>
<td>WP, PAC, CIAC, SC, PHHP</td>
</tr>
<tr>
<td>Identify and manage appropriate frameworks to challenge unacceptable practices in a responsible and professional manner.</td>
<td>CIAC, SC, PHHP</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Manage problem-solving activities using imagination, innovation and flexibility in seeking solutions to social problems.</td>
<td>WP, UPHC, CIAC, SC, PHHP</td>
</tr>
<tr>
<td>Gather information from a wide range of sources and by a variety of methods, for a range of purposes.</td>
<td>RHSC</td>
</tr>
<tr>
<td>Demonstrate self-management of learning: the ability to work autonomously recognising the need for consultation, supervision and guidance.</td>
<td>All modules</td>
</tr>
<tr>
<td>Demonstrate effective team working and negotiation skills in cooperation with others.</td>
<td>SAHW, CIAC, PHHP</td>
</tr>
<tr>
<td>Reflect on their own and others' value systems and critically explore such values in a range of contexts.</td>
<td>WK, WP, PDHSC</td>
</tr>
<tr>
<td>Critically analyse and take account of the impact of inequality and discrimination.</td>
<td>HPST, PAC, SAHW, CIAC, SC, PHHP</td>
</tr>
<tr>
<td>Be emotionally literate and sensitive to the values and interests of others.</td>
<td>WP, UPHC, PAC, SAHW</td>
</tr>
<tr>
<td>Manage people and projects in the context of multi-agency working.</td>
<td>WP, LSHSCP</td>
</tr>
<tr>
<td>Demonstrate Information literacy and Digital literacy skills.</td>
<td>All modules</td>
</tr>
</tbody>
</table>