Buckinghamshire New University

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BSc (Hons) Health and Social Science BSc (Hons) Health and Social Science with Foundation Year
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Regent College London (RCL)
Subject Cluster:	Social Science
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Health and Social Science
Pathways (if applicable)	Health and Social Science
FHEQ level of final award:	6
Other award titles available (exit qualifications):	Certificate of Higher Education Diploma of Higher Education BSc Health and Social Science
Accreditation details:	N/A
Length of programme:	3 years Full Time 4 years Full Time with Foundation Year
Mode(s) of Study:	Full Time
Mode of Delivery:	Blended learning (Digital In Person, Digital Online and Digital on Demand)
Language of study:	English
QAA Subject Benchmark(s):	Health Studies (2019) Sociology (2019)
Other external reference points (e.g., Apprenticeship Standard):	OfS Sector Recognised Standards (2022) Blended Learning and OfS Regulations (2022)
Course Code(s):	BSHESSBF - Health and Social Science BSHESSFY - Health and Social Science with Foundation Year
UCAS Code(s):	N/A
Approval date:	TBC
Date of last update:	Initially be the date of approval but should be updated whenever the programme specification is amended

2. Programme Summary

The BSc (Hons) Health and Social Science and the BSc (Hons) Health and Social Science with Foundation Year offers a 3- and 4-year programme of study respectively. The programme is a relevant, contemporary, and stimulating course that offers a focus on innovative and cross-disciplinary health and social science research. It provides a comprehensive understanding of the function and complexity of society, the lives of different individuals and the role of health, communities, and workplaces within it. The content of the course is broad, covering contemporary ideas, theories of society, history, and culture. The course offers an inherent contemplation and reflection of Regent College London's (RCL) values.

The academic disciplines (sociology, geography, social anthropology, social policy, and health care studies) underpin the wide range of health and wellbeing issues which are explored on the programme. From these perspectives we examine the overlapping concerns of research, policy and practice in health and social science. Current issues and broad themes in the programme within health and social science will include mental health, ageing, equality diversity and rights, gender and sexuality, global health and how these play a role in society.

Students will examine national and global social issues and problems together with policy and practice intervention responses across the government, the third sector and the human services. Potential employers from the private, public, and voluntary sector favour Health and Social Sciences graduates for the diversity of their transferable social science knowledge and skills, humanistic values, and breadth of mind.

Over the course of the programme there is a focus on developing the key transferable skills which employers are expecting graduates to possess. These include problem solving, decision making, team working, communication skills and knowledge of the sector. These skills are integrated throughout the programme in modules [Reflection of Character Development; Developing Personal and Professional Skills; Collaboration and Leadership: Essential Skills in Working Environment].

In addition, unique and embedded throughout the programme is 'Thinking into Character' (TiC)', a transformational programme that will support personal development and help in setting personal, educational and career goals by identifying achievements that can be built upon.

The structure is based on 20 credit modules, apart from the dissertation at level 6 which is 40 credits and 2 x 10 credit micro-modules at levels 4 and 5, which address transferable skills and knowledge across: Career and Employability, Personal Development, Global Citizenship, Sustainability, Digital Literacy, Health, and Wellbeing. These micro-modules are designed to help students to quickly build in-demand career skills and knowledge to stay up to date with relevant and emerging practices, progress in growing industries, and get ahead.

A range of optional modules offered at Level 5 and Level 6 taught by leaders in their field will allow students to tailor the course to their interests and career plans in addition to compulsory core modules.

The degree is innovative and diverse, offering a cohesive exploration of health, wellbeing, and social sciences. This programme will open a variety of career opportunities. Graduates from this programme will come out with a range of skills. The ability to work across different academic disciplines will provide students with a broad portfolio of transferable skills including the ability to interpret, analyse, and critically evaluate quantitative and qualitative

evidence underpinned by applying learning to real world situations. The students will be able to communicate effectively to a variety of audiences using different media by employing a wide range of digital practices to find, use, interpret and create data as they complete their degree to become career-ready on graduation as this is a programme which covers a combination of areas the skills graduates will acquire will vary depending on the areas of specialism graduates have experienced. It is important to remember that the breadth of mind, forms of understanding and various skills that this programme helps students develop will aid with their future career/progression choices.

On completion of the BSc (Hons) Health and Social Science degree, students graduating from this programme will have core knowledge in health, wellbeing, sociology, and social policy as well as a broad understanding of the wider social sciences. Students could follow careers in a wider variety of areas to utilise the extensive and multi-disciplinary nature of this course. Typically, health and social science graduates follow careers in the public or voluntary sectors, such as probation service, local government, social housing, youth justice, mental health, medical rehabilitation, housing social care, charity organisations and community development. In addition, with further postgraduate training, students can pursue careers as Physician Associates and civilian Police roles.

RCL recognises that contemporary education needs to be inclusive and reflect the needs of a diverse range of students and we are proud to offer a range of flexible courses to suit modern lifestyles. BSc (Hons) Health and Social Science is part of this flexible learning approach, offering blended learning within this course. This articulates the virtual and in-person character of modern, post-pandemic working relationships, making use of innovative technology and management techniques, adding to enhancing the transferable skills which are required in the global and digital, contemporary health environment.

Whichever mode modules are delivered in there is a range of online support available to complement learning through forum posts, innovative material and content which will allow for synchronous and asynchronous activity for all cohorts while also maintaining a sense of community when learning remotely.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Provide students with a broad theoretical knowledge and critical understanding of key health and sociological concepts, theories, and perspectives underpinned by the critical appreciation of leadership skills necessary to undertake appropriate further training as professional.
2. Evaluate the physical, mental, emotional, spiritual, and social in relation to the global and environmental and planetary space.
3. Develop a critical awareness of ethical issues in relation to the dimensions of health including the complex policy aspects of health and wellbeing.
4. Foster an in-depth understanding and critical awareness of the interdisciplinary nature of sociology, and current problems linked to health and wellbeing and social sciences research and theory.
5. Engender effective and informed decision-making through active and synergistic learning that students can articulate and communicate effectively.

6. Cultivate knowledge and critical thinking through empirical research and synthesis of coherent arguments and data from a range of contesting theories and sources.
7. Provide a programme which takes students from a variety of academic and vocational. backgrounds and rapidly accelerates their knowledge, understanding and transferable skills to achieve and to develop strong career paths in graduate opportunities, professional occupations, and postgraduate studies.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, students will be able to:

ID	Learning Outcome
K1	Critically evaluate a range of concepts and theoretical approaches from Health and Social Sciences.
K2	Analyse physical, mental, emotional, spiritual, and social in relation to global and environmental and planetary space.
K3	Recognise and interpret the factors at play in influencing health and wellbeing with an appreciation of the role that policy plays in health and wellbeing.
K4	Effectively communicate contemporary debates and ethical issues in society linked to a range of values associated with health, physical and mental wellbeing.
K5	Demonstrate knowledge of the limits of sociological concepts and how they influence health, illnesses, and wider social processes.

Analysis and Criticality (C)

On successful completion of the programme, students will be able to:

ID	Learning Outcome
C1	Evaluate a synthesis of knowledge and abilities through analysis.
C2	Investigate the principles, methods, and governing bodies that support and advance health and wellbeing.
C3	Analyse the factors which influence health and wellbeing, considering evolving values and interactions among individuals, groups, and public or private organisations across different places.
C4	Critically assess the suitability of research strategies and methods to select the right approach for specific research challenges.
C5	Investigate and evaluate various leadership styles to enhance organisational efficiency.

Application and Practice (P)

On successful completion of the programme, students will be able to:

ID	Learning Outcome
P1	Acquire expertise in the area of health and social sciences to positively impact the health and overall wellbeing of individuals throughout their lives in a diverse society.
P2	Apply and evaluate leadership models to enhance organisational effectiveness.
P3	Demonstrate reflective skills especially in the context of social inequalities and diversity and engage with differing viewpoints on these matters.
P4	Reflect and take ownership of the growth of their own unique life-long learning path
P5	Develop confidence and advanced proficiency in both oral and written communication skills.

Transferable skills and other attributes (T)

On successful completion of the programme, students will be able to:

ID	Learning Outcome
T1	Demonstrate proficiency in collaborating with others through strong interpersonal and communication skills.
T2	Synthesize and evaluate the role of ethics, equality, diversity, and social justice in Health and Social Sciences
T3	Reflect and be responsible for own learning path through initiative and personal accountability.
T4	Create and maintain inventive arguments and problem-solving solutions in health and social science, utilising a wide range of creative ideas and techniques.
T5	Reflect on personal development concerning career-relevant skills for success.

Graduate Attributes and the RCL 'Thinking into Character' (TiC) Graduate

The RCL 'Thinking into Character' (TiC) Graduate possesses qualities, skills and understandings and attributes that include, but go beyond, the disciplinary expertise and knowledge that forms the core of the curriculum. These qualities, which align with the 'Thinking into Character' (TiC) philosophy, also prepare students as agents for social good in an unknown future.

Embedded into the course-related curriculum and reflected in both the programme, module and micro-module learning outcomes, these attributes are further developed through a skills development programme, associated enrichment activities, and through reflection on the wider learning experience that is contingent on being an RCL student.

They also provide students with:

- an explicit outcomes-focused model to benchmark their own skills development against and identify potential development needs.
- a framework and vocabulary for articulating the 'Thinking into Character' (TiC) ethos and the value of their learning experience to prospective employers and others.

- a framework which can help to structure self-reflection and self-assessment of progress.
- a means of understanding how learning experiences contribute to the development of the necessary skills, competencies, habits, discipline, emotional intelligence, and positive growth mind-set required to achieve their personal and professional lifelong learning goals and aspirations and to become successful in all areas of their lives.

The RCL 'Thinking into Character' (TiC)' Graduate will be:

Discipline Expertise	• An intellectually curious subject specialist able to apply their in-depth disciplinary knowledge to identify and create opportunities and solutions.
Positive Mindset	• Able to display the positive mindset, emotional intelligence and self-determination required to work both independently as well as navigate complex relationships.
Proficient Communicator	• A confident and empathetic communicator utilising a range of formats and media according to the needs of different audiences. • Able to actively listen to, and engage, and negotiate effectively with, people of all kinds and backgrounds.
Employability and Professionalism	• Highly employable and resilient with a strong work ethic and an ability to connect discipline-based theory, professional values, and civic responsibilities to professional practice. • Capable of being enterprising and entrepreneurial disruptors.
Global Citizenship	• Interculturally, internationally and ethically aware with an understanding of fundamental British values, world issues and of their social, moral and sustainability responsibilities.
Reflective and Critical Lifelong Learner	• Able to carry out inquiry-based learning and critical analysis, independently or collaboratively, challenging their own thinking and the thinking of others, to make a positive contribution in their workplace, communities and wider society. • Digitally and information literate and able to work at the interface of creativity and technology. • Able to use feedback productively to reflect on their achievements, experiences, personal and professional development. • Competent at applying the RCL 'Thinking into Character' (TiC) Graduate attributes to set aspirational goals to facilitate lifelong learning, success and wellbeing.

4. Entry Requirements

The University's general entry requirements will apply to admission to this programme with the following additions / exceptions which have previously been agreed with BNU for RCL:

Standard entry requirements Level 3:

From 32 UCAS points (this can be made up of different levels of courses)

Non-Standard Assessment Level 3:

Applicants will also be asked to attend an academic interview. Suitability for entry to the programmes can be demonstrated in several ways and is not limited to academic qualifications alone. Applicants who do not meet the published entry requirements are encouraged to contact the RCL recruitment and admissions team for advice and will be considered on a case-by-case basis.

Foundation Year: minimum IELTS 5.0 (with no element below 4.5) or equivalent

Standard entry requirements Level 4:

From 88 UCAS points (this can be made up of different levels of courses. For more information on the UCAS points for the qualification, go to the UCAS tariff calculator).

Non-Standard Assessment Level 4:

Applicants will also be asked to attend an academic interview. Suitability for entry to the programmes can be demonstrated in several ways and is not limited to academic qualifications alone. Applicants who do not meet the published entry requirements are encouraged to contact the RCL recruitment and admissions team for advice and will be considered on a case-by-case basis.

Level 4: IELTS 6.0 (with no element below 5.5)

If an applicant does not meet the entry requirements but they have relevant professional experience, they will be invited for an interview where they will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with the RCL accreditation of prior learning (APL) process.

5. Programme Structure

Stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
Foundation Year[1]	**Core modules:** SOC0001 Understanding the Social World SOC0002 Academic and Personal Professional Development BAM0009 Digital Skills Development BAM0010 Career and Contemporary Employability Skill **Option modules:** No option modules are available at this level. **Micro-modules:** No micro-modules are available at this level.	**N/A.** No credit is awarded at this Level.
Level 4	**Core modules:** SOC4008 Health and Wellbeing in the Social World (20 credits) SOC4009 Understanding Welfare Policies and Perspectives in Society (20 credits) SOC4010 The Social World Sociological Perspectives on Health (20 credits) SOC4011 Understanding Contemporary Society (20 credits) SOC4012 Contemporary Sociological Debates: The World of Media (20 credits) **Option modules:** No option modules are available at this level. **Micro-modules:** Students must choose 2 x 10 credit Level 4 micro-modules from the micro-modules below. SOC4013 Mental Health and Wellbeing of Children and Young People (10 credits)	**Certificate of Higher Education**, awarded on achievement of 120 credits at Level 4

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[1] Modules on the Foundation Year only apply to students who are enrolled on the "with Foundation Year" programme.

	SOC4014 Reflection of Character Development (10 credits) BAM4063 Social Media Fundamentals (10 credits) BAM4072 Personal Development Plan (10 Credits)	
Level 5	**Core modules:** SOC5016 Research Methods and Practice in Social Science (20 credits) SOC5017 Contemporary Debates and Ethical Issues in Society (20 credits) SOC5018 Developing Personal and Professional Skills (20 credits) **Option Modules:** Choose Modules to the total of 40 credits: SOC5014 The Construction of Gender and Sexuality (20 credits) SOC5015 Globalisation and Human Rights: Contemporary Debates (20 credits) SOC5019 Construction of Welfare State: History and Policy (20 credits) **Micro-modules:** Students must choose 2 x 10 credit Level 5 micro-modules from the micro below. SOC5020 Mental Health and Wellbeing of Adults (10 credits) SOC5021 Climate Change: Transforming your Organisation for Sustainability (10 credits) BAM5078 Managing Diverse Teams (10 credits) BAM5089 Employability and Sustainability (10 Credits)	**Diploma of Higher Education**, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5
Level 6	**Core modules:** SOC6017 Research Proposal (20 credits) SOC6018 Human Development: Ageing Through the Life Course (20 credits) SOC6023 Dissertation (40 credits) **Optional Modules** Choose Modules to the total of 40 credits: SOC6019 Collaboration and Leadership: Essential Skills in Working Environment (20 credits) SOC6020 Vulnerability and The Criminal Justice System (20 credits) SOC6021 The Concept of Body in Social Science (20 credits)	**Ordinary Degree**, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5 **Honours Degree**, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6

	SOC6022 Health; Global Issues and Challenges (20 credits) **Micro-modules:** No Micro-modules are available at this level.	

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

Micro-modules

The micro-modules available on the programme are made up of 10 credit modules. The smaller micro-modules within the programme are designed and delivered via a flexible, blended learning approach (digital in-person and digital-online) and offer a balance of academic excellence and workplace relevance. These micro-modules enable students to gain complementary, practical skills within a range of themes which can be used as an additional credential to enhance their CV or towards further study.

These shorter micro-modules will have a shorter delivery schedule than the more traditional 20 credit modules and draw on the following five themes:

Theme 1: Personal Development

Theme 2: Employability

Theme 3: Global Citizenship and Sustainability

Theme 4: Digital Literacy

Theme 5: Health and Wellbeing

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn?

As an innovative, technology-enabled education provider, the RCL approach to Teaching, Learning and Assessment draws on a Curriculum Continuum which is integrated with the 'Thinking into Character' (TiC) educational philosophy, to ensure its programmes are flexible and support students to grow, develop and become confident graduates.

In essence, the strategy for learning and teaching is to deliver high-quality programmes that enable students both to meet the learning outcomes for their programmes and enjoy the type of learning experience that enables them to flourish academically, personally, and professionally - accessing learning at the appropriate place and time and via the device that suits them best.

Building on RCL's recent experience and successes, this programme will be delivered through a flexible, pedagogical model attuned to the needs and characteristics of students. This model comprises three elements:

Digital-in-Person	Digital Online	Digital-on-Demand
All activities are delivered in a classroom, lecture hall, workshop, or laboratory environment. Asynchronous activities are then set for further and independent study and students can access other learning resources online following a flipped classroom approach. Clear learning outcomes for all synchronous sessions are articulated and communicated to students in advance along with instructions for preparation to be completed prior to the class to promote active student engagement and better learning.	Learning is delivered using dedicated technology designed to deliver programmes and course materials through this medium. This will include digital synchronous delivery of classes (via MS Teams) and asynchronous activities and content.	A form of asynchronous supplementary learning which students can engage in at any place and at any time (through the VLE). Our approach to asynchronous online learning and self-directed learning allows students to engage with materials at their own pace whenever convenient for them. Digital asynchronous delivery also enables the programme team to accommodate diverse student learning needs and allows tutors to meet accessibility requirements proactively.

Building on the above, the specific, blended approach to teaching and learning used on the Health & Social Science programme will ensure that between 25-50% of the teaching will be delivered online and the remaining in-person. Programme handbooks and teaching timetables will denote which modules will be delivered digital online and which will be delivered digital in person.

This is coherent and consistent with developing the relevant knowledge, understanding and skills detailed in the benchmark statements, FHEQ framework and the Office for Students (OfS) sector-recognised standards. In this respect, teaching and assessment effectiveness is informed by the intended learning outcomes, along with expectations of wider academic, personal, and professional development and integrates theory and practice by a variety of means to develop the knowledge, skills, and analytical ability of students.

RCL's approach is student-centred, participatory, and interactive. This promotes, reinforces and rewards student learning, enhances the students' ability to reflect upon their learning, and ultimately ensures they gain the maximum benefit through effective and efficient assessment.

With reference to external reference points, inputs to student learning are provided by practitioners, entrepreneurs, and other visiting speakers through guest lectures, and in supporting assessment.

Teaching methods are appropriate and supportive, inclusive in design and effectively engage students in activity-led or active learning. They take account of the diverse learning and teaching cultures that students may have experienced prior to joining the programme and provide opportunities for them to understand and appreciate the professional and global context in which they will be operating in upon graduation.

As set out above, these include synchronous and asynchronous delivery methods alongside face-to-face teaching and make good use of supporting technology and where relevant, generative artificial intelligence (AI) tools to aid student learning. Students are also required

to work and learn both individually and often in groups both online and in-person. They are also encouraged to learn about AI tools to use them wisely, responsibly, and ethically.

Although meaningful learning activities will vary by module, typically synchronous delivery will comprise lectures and live interaction with teaching staff and asynchronous delivery will involve recorded lectures and presentations with pre-prepared tasks. These provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the key issues and themes.

Digital-in-person sessions will prioritise interactions with other students, formative feedback from teaching staff and the discussion of assessment tasks, while self-directed learning will mainly involve background reading and preparation for and of assessment tasks. Digital online modules will have supporting materials and content to aid and enhance learning including the use of VLE to utilise forums, blogs and collaborative tools to maintain a sense of community while learning remotely. All students will be able to access the full range of student support regardless of the mode of study.

As students' progress through the programme levels, they are supported to successionally acquire and demonstrate a more in-depth and complex combination of knowledge, understanding, skills, capabilities and broader competencies, this is reflected in both the learning outcomes and the approach to teaching, learning and assessment.

For example, at level 4, the focus is on knowledge dissemination and providing a structure to key topics in order to facilitate understanding and student engagement with the subject matter as well as inspiring them to start to think critically. At level 5, students are required to acquire more in-depth knowledge and understanding at a broader strategic level and at level 6, teaching and learning activities are designed to encourage students to further develop independent learning, analytical and critical evaluation skills alongside informed application of their knowledge taking into account wider contexts and professional practice.

In summary, the guiding principles which underpin the supportive, inclusive in design approaches to teaching, learning and assessment on the programme are:

- Students learn in a variety of ways and therefore should be exposed to, and engage with, different learning activities and styles.
- Students perform differently in response to different assessment methods and therefore should be assessed via a range of assessment modes.
- Students should acquire, develop, and enhance key attributes, transferable skills, knowledge and understanding progressively at each level of study and apply these throughout their learning and assessment.

Independent of the mode of delivery, teaching on the Health & Social Science programme is detailed in the various module specifications and includes, but is not limited to, a combination of:

- lectures
- seminars, tutorials, and workshops
- authentic or experiential learning activities
- employer or organisation-based case studies and ethical dilemmas
- industry-relevant or 'real world' projects
- simulations and practical activities
- guided learning

- discussion groups, conversation rooms and virtual forums
- mentoring
- practical exercises

The College's **Virtual Learning Environment, Canvas** is an online learning platform hosting all programme and module information, content and study materials and is used to facilitate and support high quality, inclusive, digital teaching and learning experiences.

How will students be assessed?

RCL formative assessment provides students with feedback and information during teaching sessions, to support their learning and whilst learning is taking place. Formative assessment depends on the learning outcomes and assessments contained within the module It can be used to measure student progress with learning and provide the tutor with information about the effectiveness of their teaching strategies and approaches, especially with topics that students generally find challenging or difficult to understand. Formative assessment can help both students and academic staff identify topics or areas where enhanced learning is needed. The variety of approaches include but is not limited to verbal feedback on written work from module leaders and students, presentations on sub-topics, class quizzes and discussions; group exercises aimed at stimulating debate and argument which will also develop valuable teamwork skills. The exact approach is outlined on each module specification and elaborated upon within class.

The assessment methods used across the programme are varied, formative and develop students' transferable and employability skills and creative thinking. The ability to plan, judge, communicate complex issues, solve problems logically, and develop original solutions, in appraising critically the work of others, and in managing students' own learning are all summatively assessed.

Individual and group-based summative assessments are inclusively designed to be a reliable and diverse means of testing the achievement of the intended learning outcomes and assist in developing skills. All modules, including the themed micro-modules include formative assessments which provide students with a valuable learning resource by way of feedback from the tutors which can offer direction for improved performance on the summative assignments. While most summative assessment has deliberately been designed as individual assessment the formative assessments provide ample opportunity for collaboration and groupwork to enhance valuable teamworking, communication and management skills.

Accordingly, assessment has deliberately been designed to scaffold on oral, written, practical and analytical skills developed with a focus on students applying their learning to real world scenarios. In this way students will fuse their theoretical learning and practical skills into authentic assessments through a variety of written and oral assessments ranging from writing blogs, newsletters, practicals, case studies as well as essays and reports to hone critical thinking and analysis.

Assessment may take place online, in situ or via other means using appropriate technologies and, where permissible and with appropriate guidance, generative artificial intelligence (AI) tools in line with the broad teaching and learning approach.

The range of summative assessment methods applied on the programme include:

- Continuous coursework and learning portfolios.
- Reflective log and journals
- Case studies and written reports
- Essay assignments
- Oral assessment and presentations
- Poster displays
- Discussion boards
- Problem solving exercises.
- Computer-based/simulation exercises
- Creation of new media content, such as blogs, newsletters, dashboards
- Professional development and achievement plans
- Investigations and creative design tasks
- Practical case study work and skills assessments
- Dissertation and applied consultancy projects
- Time-constrained, closed, and open book written examinations / class tests.
- Peer assessment

In addition, a dissertation represents a major piece of independent research focused on strategic business issues chosen by the student and undertaken in their final year. This will be undertaken with support from an academic supervisor and with regular meetings throughout the academic year.

Contact Hours

A 20-credit module represents the equivalent of 200 notional learning hours. Each 10-credit module represents the equivalent of 100 notional learning hours. Notional learning also includes individual self-study and preparation. Students can expect to receive up to 12 hours of scheduled learning activities per week. This may include lectures, seminars, or workshops. A full breakdown of contact hours can be found in individual module descriptors.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- BNU's Academic Assessment Regulations

8. Support for students

Students will be supported in various ways to ensure they successfully progress through the course.

Hub X

When a new student enrols, they are assigned a Customer Service officer (CSO) who will be their first point of contact for any issues or concerns they may have during their RCL journey. CSO's will address their issues as required and where needed, involve other colleagues within the Hub X system to provide solutions.

The Hub X system operates as follows:

- **Customer Service Officer (CSO**) – initial enquiries to be directed here.

The CSO will liaise with:

- **Student Finance Officer (SFO)** – to respond to any finance related issues and guidance. This can be issues related to tuition fees, Student Finance England etc.
- **Academic Support Officer (ASO)** – to respond to course related issues, or any academic concerns that students may face.
- **Member of the Attendance Team** – to monitor any attendance related issues whether by synchronous delivery, or in class in person.
- **Member of the Registry Team** – to respond to any issues regarding enrolment, extenuating circumstances or mitigations, ongoing registration with RCL or any of its partners.

As well as responding to communications from students, CSOs also initiate contact with students in their Hub on a range of issues. They contact students regularly to remind them about assessment deadlines, term dates, module evaluation questionnaires and other issues. They also contact individual students to follow up on specific issues such as late submission of assessments or absence from teaching sessions.

Academic and Study Skills Services:

RCL's Academic and Study Skills Support Policy provides details of the College's approach to supporting students who require additional help beyond what can be provided within their programmes. Students may access support themselves via the links in Regent Digital, or be identified and referred by staff, for example by HubX team members as part of their monitoring of student engagement.

The additional or extracurricular support we offer to students includes:

- Bookable 1-to-1 support sessions.
- Academic skills webinars
- Critical Thinking, Reading, and Writing Webinars
- English for Academic Purposes and Academic Writing workshops
- English conversation classes
- The International Computer Driving Licence programme.

Careers and Employability Services:

- One to one career coaching
- maximise students' awareness of job and career opportunities.
- help to develop skills the need to be successful in the workplace.

Wellbeing Services:

- **Mental Health Support:** Students will have access to bespoke, mental health support information and helplines whenever they need in times of difficulties.
- **General Wellbeing Support:** Confidential support is provided to help students to make most of their studies, also one to one wellbeing support sessions are provided for personal circumstances which affect studies.
- **External Support:** Liaising with external organisations on the students' behalf, such as Student Finance England for direction with Student Disability Allowance & Child Care Allowance.
- **Disability Support:** Working with students who have a registered disability to ensure reasonable adjustments and appropriate support is provided throughout their studies.

Other Support Services:

- In addition to the above RCL offers, pastoral guidance, additional support to students with disabilities/access needs.
- RCL is committed to continually enhance the support available by capturing student voice through student representation system and implementing any actions that may arise from Student President/ School Representatives/ Partner Representatives/ Classes Representatives.

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Other Support Services:

- In addition to the above RCL offers, pastoral guidance, additional support to students with disabilities/access needs.

RCL is committed to continually enhance the support available by capturing student voice through student representation system and implementing any actions that may arise from Student President/ School Representatives/ Partner Representatives/ Classes Representatives. RCL has several ways to monitor and review the quality of learning and teaching on the programme. Students will be able to comment on the content of their programme via the following feedback mechanisms:

- Module feedback questionnaires
- Participation in internal and external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to the module leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery with BNU.
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment.
- The Annual Monitoring process, which is overseen by the BNU's Education Committee
- Periodic Subject Review events held every five years.
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- OfS Sector Recognised Standards (2022)
- Blended Learning and OfS regulation (OfS 2022)
- The QAA Subject Benchmark Statement for Health Studies (2019) and Sociology (2019) – see detailed mapping below.
- The QAA Micro credentials Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme **Learning Outcomes**

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	**K1**	**K2**	**K3**	**K4**	**K5**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**	**T5**
Critically analyse the multidisciplinary nature of health studies		x				x					x									
Demonstrate the diverse determinants of health and physical and mental wellbeing	x							x			x									
Critically analyse emerging issues at the forefront of the subject	x					x														
Demonstrate knowledge of ethical perspectives and the diversity of values associated with health and physical and mental wellbeing				x		x											x			
Critically analyse a range of theories of causality	x					x					x									

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
and evidence relating to health																				
Critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit						X										X				
Critically analyse the diversity of experience and values associated with health	x					x														
Critically evaluate the role of the individual and of institutions in affecting health status						x					x									
Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect critically on health issues	x					x					x					x				

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Apply an appropriate critical framework to use and evaluate research in health studies					x	x					x					x				
Describe and examine a range of key concepts and theoretical approaches within sociology, evaluate their application and creatively use concepts in analysing social phenomenon or addressing social problems	x					x					x					x				
Provide an analytical account of social inequality addressing key dimensions and sites of power, inequality and stratification				x		x					x					x				
Analyse social behaviour shaping individuals social practices and institutions,					x	x					x									

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
social structures and societies.																				
Examine a range of qualitative, quantitative, and digital data sources, research strategies and methods of data collection and analysis	x					x					x								x	
Discuss sociological topics with appreciation of theory, evidence and relevance to current debates and present the conclusions in a variety of appropriate sociological formats suitable for different audiences					x				x		x					x				
Summarise and explain the findings of empirical sociological research, including a critical assessment of the	x				x						x					x				

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
methodological frameworks used																				
Analyse the ethical implications of social research in a variety of applied research settings				x		x					x									
Identify and construct evidence from a range of sources.						x					x					x				
Demonstrate an ability to synthesise bodies of evidence and arguments						x					x					x				
Evaluate competing explanations and draw reasoned conclusions	x					x					x									
Discuss and present ideas and interpretations with others in a clear and reasoned way	x					x					x					x				x
Analyse the ethical implications of social	x					x					x					x				

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
research and investigation.																				
Demonstrate skills in information gathering, analysis, communication, and presentation.						x					x					x				
Work independently and manage their time											x					x				
Demonstrate some ability to plan and develop an independent project with a clear outcome											x			x		x		x		
Reflexively question assumptions which are taken for granted.						x					x							x		

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 4																				
Health and Wellbeing in the Social World	x	x	x				x	x			x				x				x	x
The Social World: Sociological Perspectives on Health	x			x	x				x		x		x	x	x		x		x	x
Understanding Contemporary Society	x			x					x		x		x	x	x		x		x	x
Understanding Welfare Policies and Perspectives in Society	x	x	x				x	x			x				x				x	x
Micro-modules (N/A)																				
Mental Health and Wellbeing of Children and Young People																				
Reflection of Character Development																				
Social Media Fundamentals																				
'Thinking into Character' (TiC) - Personal Development Plan																				

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 5																				
Developing Personal and Professional Skills	x			x		x	x		x			x	x	x	x			x		x
Research Methods and Practice in Social Science	x			x		x	x		x				x	x	x	x		x		x
Contemporary Debates and Ethical Issues in Society	x			x	x	x	x		x				x	x	x	x	x			x
The Construction of Gender and Sexuality	x	x	x	x		x	x	x	x	x	x		x	x	x	x	x	x	x	x
Construction of Welfare State: History and Policy	x	x	x		x		x	x			x			x					x	x
Globalisation and Human Rights: Current Debate	x	x	x	x		x	x	x	x	x	x		x	x	x	x	x	x	x	x
Micro-modules (N/A)																				
Mental Health and Wellbeing of Adults																				
Climate Change: Transforming your Organisation for Sustainability																				
Managing Diverse Teams																				

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
'Thinking into Character' (TiC) – Employability and Sustainability																				
Level 6																				
Health; Global Issues and Challenges	x	x	x	x	x	x		x			x		x				x			x
Vulnerability and The Criminal Justice System	x	x	x	x		x	x	x	x	x	x		x				x		x	
Human Development: Ageing Through the Life Course	x	x	x	x		x		x			x		x				x		x	
The Concept of Body in Social Science	x	x	x	x		x		x			x		x				x		x	
Collaboration and Leadership: Essential Skills in Working Environment	x			x		x	x			x		x		x	x	x				x
Research Proposal	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Dissertation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x