
ADAM SMITH COLLEGE
INSPIRING LEARNING

Course Handbook

HNC Social Care

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Welcome to Adam Smith College

This is the Course Handbook for the HNC Social Care. On behalf of the Course Team I would like to warmly welcome you to Adam Smith College. We feel sure that you will enjoy your time spent here.

To help you make the most of your time at College and to familiarise you with your course we have produced this course handbook. In here you will find information about the structure of your course, the teaching and learning styles used and the ways in which your work will be assessed and graded.

There is a considerable amount of information contained in this handbook, some of which will be of greater relevance to you as you work through the course than it is at the start of your studies in the College. However, we recommend that you read this Course Handbook through carefully **now**, then keep it safely - you will need to use it through your course.

We hope you will find the handbook a useful guide to your course and wish you every success in your studies.

Peggy Russell

Curriculum Head: HNC Social Care

Information about your course

| | |
|------------------------------|--|
| Your course is: | HNC Social Care |
| Your Curriculum Head is: | Peggy Russell |
| His/Her office is: | St Brycedale Campus |
| His/Her telephone number is: | 01592 268591 |
| His/Her email address is: | peggyrussell@adamsmith.ac.uk |
| Scheduled guidance time: | As per timetable |

Your Curriculum Head

Each course in the Adam Smith College is assigned a Curriculum Head, whose role is to provide you with advice and support through your course of study. This falls roughly into two categories – guidance related to your studies and pastoral care to help you deal with any difficulties you might encounter of, for example, a personal, financial or health-related nature.

At the beginning of your course you will agree your learning targets with your Curriculum Head. These will be recorded on your Learner Agreement which both of you will sign. Throughout your course, your Curriculum Head will monitor your progress and meet with you regularly during the year to discuss how you are getting on.

Your Curriculum Head will also be available at a set time each week when you can meet if there's something you need to discuss. However, if something comes up which has to be dealt with urgently, you can ask to speak to your Curriculum Head at any time. He/she might not be able to meet you immediately – Curriculum Heads have classes to teach and other students to look after – but he/she will offer you an appointment as soon as possible or refer you to another appropriate member of staff.

Your Curriculum Head may not always be able to personally provide you with the sort of help or support you need, in which case he/she might recommend that you are referred to a member of the College's Guidance or Learning Support staff.

So, if at any time throughout your course, you experience difficulties which are affecting your progress as a student, your Curriculum Head should be your first contact. Please remember that unresolved problems rarely just go away. On the contrary, they tend to get worse the longer they're not dealt with. So, speak to your Curriculum Head sooner rather than later.

Your attendance at college and part-time employment

Your success as a student depends on full and regular attendance at **all** classes. You should inform your Curriculum Head as soon as possible if you have problems with attendance. Our records show that students who do not attend all their classes have a very high risk of failure.¹

We recognise that you may need to undertake part-time work, but we strongly advise you not to take employment of more than 15 hours a week if you are a full time student. Should you need to take employment of more than 15 hours per week we recommend you register as a part time student. A full time student is expected to follow their timetable and negotiate work times around it.

Your learning

Your College course will provide you with constant opportunities to learn new skills and acquire knowledge in your chosen subject areas. In order to make the most of all the opportunities available, you need to organise and plan your learning and also to manage your time effectively.

You must attend **all** your timetabled classes. You also need to study in your own time and you should plan to spend several hours a week to fulfil your commitment as a full-time student. You need to allocate time for this in your diary.

Prepare for lectures and tutorials by doing any reading or exercises in advance. Always make some notes – there is usually a handout provided. Review these after the class and ask your lecturer if there is anything you do not understand.

Note assignment deadlines and exam dates in your diary and remember to begin assignments early. You will enjoy researching and planning your work if you allow yourself plenty of time. Make sure you understand what you need to do and plan how you are going to tackle it. Seek advice from your lecturer or Curriculum Head if there is anything that needs clarification.

For full details of regulations about attendance, see the College Attendance Policy and Procedure.

¹ For full details of regulations about attendance, see the College Attendance Policy and Procedure.

In summary:

- ❖ plan your learning strategy
- ❖ allocate enough time
- ❖ attend **all** of your classes
- ❖ start assignments well in advance
- ❖ seek advice and help
- ❖ use the learning resources offered
- ❖ enjoy the learning experience!

Credit for previous learning

Some students have previous experience or qualifications for which they may receive credit on their present course of study. If you have any qualification that may exempt you from part of your course, for example from school or another college, you may apply for Accreditation of Prior Learning (APL). Similarly, if you have undertaken work, paid or voluntary, that has resulted in learning skills or knowledge that is equivalent to units you will be studying here, you may apply for Accreditation of Prior Experiential Learning (APEL). Together these are known as AP(E)L and it means you do not have to duplicate study you have done previously. It does not necessarily have to be in your chosen subject, but it must be at the same level as your course of studies here.²

If you wish to claim for APL/AP(E)L please speak to your Curriculum Head.

The aims of your course

The aims of your course are:

- ❖ to develop your knowledge of the facts, theories, concepts, applications, development and importance of social care;
- ❖ to enhance your practical skills in social care;
- ❖ to provide a sound basis for those of you who may decide go on to a more advanced course of study;
- ❖ to give you experience of the equipment, materials, processes and practices currently used in the care industry;
- ❖ to encourage your development of effective learning strategies.

² For full details of the scheme for crediting previous learning, see the College Credit Transfer and APL/APEL Procedure.

The structure of your course

The course consists of 11 units, with a total value of 12 credits.

The course consists of 2 days of formal classes each week along with individual study and coursework.

The units you will study in Semester 1 are:

| Semester 1 | | |
|------------|--|--------|
| Unit Code | Unit Title | Credit |
| DH3K 34 | Social Care Theory for Practice | 2 |
| DH3L 34 | Social Policy and its Application to Social Services | 1 |
| DH3M 34 | Psychology for Social Care Practice | 1 |
| DH3N 34 | Sociology for Social Care Practice | 1 |
| DK4R 04 | Promote Effective Communication for and About Clients (SVQ Unit) | 1 |
| DK4K04 | Promote Monitor and maintain Health, Safety and Security in the Working Environment (SVQ Unit) | 1 |
| DK5704 | Reflect on and Develop your Practice (SVQ Unit) | 1 |

The units you will study in Semester 2 are:

| Semester 1 | | |
|------------|--|--------|
| Unit Code | Unit Title | Credit |
| DJ1N34 | Understanding and Supporting Behaviour (Optional) | 1 |
| DH3W34 | Understanding Loss and The Process of Grief (Optional) | 1 |
| DH3V34 | Working in Partnership with People who have a Learning Disability (Optional) | 1 |
| DH3R35 | Working with Problematic Substance Misuse (Optional) | 1 |
| DH3P 34 | Protection of Individuals from Harm and Abuse | 1 |
| F29134 | Graded Unit | 1 |
| DH3K 34 | Social Care Theory for Practice | 2 |
| DK4R 04 | Promote Effective Communication for and About Clients (SVQ Unit) | 1 |
| DK4K04 | Promote Monitor and maintain Health, Safety and Security in the Working Environment (SVQ Unit) | 1 |
| DK5704 | Reflect on and Develop your Practice (SVQ Unit) | 1 |

The content of your course

Here are brief descriptions of the units which make up your course:

DH4634 - Social Care Theory for Practice

This unit enables candidates to examine and apply methods and models of social care. Candidates will develop an understanding of values and principles. They will understand the importance of care planning and team work and apply these to social care settings.

DH3L34 - Social Policy and its Application to Social Services Provision

This unit enables candidates to examine current legislation and policy (government and local) relevant to the social care sector and to enable them to apply these in their day to day practice.

DH3M34 - Psychology for Social Care Practice

This unit enables candidates to examine a variety of psychological theories that provide an understanding of development and behaviour. These theories should be relevant to the social care sector and candidates should be able to apply them in their practice, allowing them in to work effectively with individuals in care.

DH3N34 - Sociology for Social Care Practice

This unit enables students to understand the social influences on behaviour, experiences and life chances in order to work effectively with people who receive care. It enables them to use sociological theories and perspectives to explain the impact of society and culture on individuals.

DH4634 - Graded Unit

This piece of work is designed to integrate the theories you have learned in semester one, with a practical piece of work with an individual from your work place or placement.

The following four units are optional and you choose two of these units. You will be provided with open learning packs and you will receive appropriate support from your class tutor.

DH3W34 - Understanding Loss and the Process of Grief

This enables students to evaluate theories and models of grief and look at how these strategies may be helpful when supporting individuals, families and carers in the process of grief. It also enables students to explore differing cultural and individual needs.

DJ1N34 - Understanding and Supporting Behaviour

The purpose of this unit is to enable students to work with behaviour that is challenging to them and others within a care setting. The candidate should work in a manner that evidence an understanding of why certain behaviours may occur and how to respond in a meaningful way.

DH3V34 - Working in Partnership with People who have a Learning Disability

This unit is specifically for those students who are working with this particular service user group.

DH3R35 - Working with Problematic Substance Misuse

This open learning unit is appropriate for those students working in this area.

The following SVQ units require you to be assessed by an SVQ assessor. A variety of assessment methods are used including direct observation, reflective account and witness testimony. You will be given a pack and

an induction session on this from your SVQ tutor and will be offered continuing support throughout your course.

DK4R04 - Promote Effective Communication for and about individuals

DK4K04 - Promote, Monitor and maintain Health and Safety in the working environment

DK5704 - Reflect on and develop your practice

DN3E34 - Learning and Development: Evaluating Own Practice and Planning for Self Development

This Unit is designed to enable candidates to develop the skills and knowledge necessary for continued self-evaluation, personal action planning and development. On completion of the Unit the candidate will be able to evaluate own practice, identify self-development needs and review individual action plan.

Assessment of your work

Throughout your course, your work will be assessed in a number of different ways, depending on the different criteria in individual units.³

The majority of courses delivered in the College are assessed partly or wholly on a continuous basis – in other words, you will be assessed on parts of your work as you go along rather than all of it at the end of the unit. This assessment is carried out by the lecturer teaching the unit.

So that assessments can be fair to all students, and whoever teaches them, internal assessments are checked by other lecturers teaching the same, or similar, units. This is a process called 'internal moderation'.

Over and above the internal moderation of assessments of student work, awarding bodies check that colleges are assessing work appropriately by a process called 'external verification'. This process involves the awarding body carrying out checks on College staff's assessments of student work. This is done by sending 'external moderators' to the College, where they check assessments against national standards.

Only after these three stages have been completed can you be sure of your results, the certificates for which will be sent to you directly by the awarding body, not the College.

³ For full details of the College's regulations about assessment, see the College's Assessment Procedure.

Internal assessment is not just about judging whether you have passed or failed. It also provides both you and your lecturers with important information about what you're doing well and where you have shortcomings in your knowledge, understanding or skills. Assessment is closely linked to the learning process in the sense that the feedback you will receive from your lecturers will help you improve your work in the future.

Finally, a range of courses delivered in the College are assessed by means of an externally-set and externally-assessed examination. The examining body will inform you directly whether or not you have completed your course successfully. College lecturers are not in a position to tell you whether you have passed or failed, until they have been informed by the examining body (usually at the same time as you will know directly from the examining body). If in doubt, please ask your lecturer about the procedures used.

Re-assessment of your work

If you are unsuccessful in an internal assessment, you will be offered the opportunity to be re-assessed. Depending on the arrangements for re-assessment laid down for a particular unit, this may involve retaking either the whole assessment or just part of it.

You will normally only be allowed one (or, in exceptional circumstances, two) re-assessment opportunities.

Submission of your coursework

You should hand all coursework in to your course tutor.

All coursework for assessment will have a specified deadline for submission. It is essential that you meet the submission deadline to ensure fairness amongst all students and to enable staff to mark efficiently.

Your subject lecturer may allow you an extension to a submission date if there are valid circumstances affecting your ability to meet the deadline.

Any coursework (for which there are no mitigating circumstances or an agreed extension) handed in after the submission deadline will normally receive a mark of 0.

If you are unwell when completing assessed coursework or sitting examinations, or have any other specific difficulties that may affect your performance in assessed coursework or examinations, you should notify your Curriculum Head in writing of the circumstances as soon as possible, and make immediate arrangements for medical certificates or other letters of support to be submitted.

Cheating and plagiarism

There are various forms of academic dishonesty but in the student's context it means cheating in examinations or presenting work for assessment which is not your own.

Plagiarism as a form of cheating takes place when the student 'borrows' or copies information, data or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

If carried out knowingly, cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and the value of your award.

Work produced by someone else may be summarised or repeated providing it is referenced to the original author. As well as text, work such as diagrams, maps and charts must also be acknowledged. In addition to the use of quotation marks when quoting from original sources and secondary material, full reference for both quotes and paraphrases or summaries of published material must be given. All references should then be included in a bibliography at the end of the piece of work. Appropriate references for web-based material must also be given, including the relevant URL.

Any student found to have used unfair means in any examination or assessment procedure will be penalised.⁴

Support for your learning

The College has a positive policy of supporting students with learning difficulties or disabilities and their interests are represented by the Diversity Committee which reports directly to the Principals Group. The College has a Learning Support team, which can provide help and

⁴ For full details of the College's regulations on cheating and plagiarism, see the College Academic Deceit Procedure.

advice on all aspects of learning support and coping with learning difficulties.

The College offers support in making alternative arrangements for exams and assessment, support with study skills and advice with applications for the Disabled Students Allowance. Support and advice can also be provided in the specification and purchase of specialist equipment and the use of Information Technology.

In order to ensure that you are provided with the appropriate advice and support from the start of your studies it is important that you discuss any difficulties and special requirements with the Learning Support Manager, or with your Curriculum Head, as early as possible.

Your representation

Each course in the College is required to have a Course Team. This meets at least twice a year to review the course and consists of the Curriculum Head, all member of staff who teach units on the course and two representatives from the students on the course.

Prior to each meeting, your course representatives will be given a copy of the agenda and will be asked to consult their fellow students about the items listed and be prepared to report to the meeting on any issues raised.

Following the meeting, the class representatives will receive a copy of the Course Review report to share with their fellow students on the course.

The existence of the formal system of student representation doesn't mean that you should feel this is the only channel open to you. You may of course raise issues directly with a lecturer or your Curriculum Head. Individual problems are often likely to be more easily and quickly resolved in this way.

Your comments, complaints or compliments

Naturally, we hope that your experience at the Adam Smith College will be an enjoyable and rewarding one. However, we do recognise that sometimes things can go wrong and encourage you to make your comments or complaints known to us so that we have the opportunity to resolve the problem and improve our services to you.

Problems are often most quickly and easily sorted by being dealt with informally. So we would ask that, in the first instance, you raise the matter with the appropriate member of staff. If you're not satisfied with the outcome, you can discuss the matter with your Curriculum Head.

Comments or complaints can also be put forward through your course representatives.

Where informal methods have failed to resolve the problem, you can make a formal complaint through the College's Complaint Form, which is available at Reception on all College campuses and in outreach centres or through the Students' Association.

It's always good to hear about what you think we do well and we encourage you to use the Compliments Form available at Reception. Every compliment received will be passed on to the person or department it's about.