BA IN HUMAN SERVICES   **UCAS code L490**

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group: Social Work and Social Policy
Faculty of Economic and Social Sciences   Programme Length: 3 or 4 years
For students entering Part 1 in 2004   Date of specification: 8 September
2004
Programme Director: Dr W P Gothard
Programme Adviser:
Board of Studies: Human Services
Accreditation; The Institute of Careers Guidance

Summary of the Programme Aims and Learning Outcomes

The course will provide an understanding of different perspectives on the social and health needs of people and the role of Human Services in meeting them.
Human Services will include health, guidance, counselling, connexions, social work, education, probation, community and youth, the criminal justice system and include analysis of the part played by statutory, independent and voluntary organisations.
The course will give experience of the current functioning of these services and ways of evaluating them. Perspectives will include those of service users, minority groups and different cultures and countries. Academic disciplines drawn upon will include social policy, sociology and social psychology.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

Programme Content

A full programme over three years is offered, with the possibility of pursuing 20 credits elsewhere in the University at Levels I and possibly H, depending on the availability of suitable modules, e.g. Institution wide language programme.

Part 1   (three terms)

Three modules will be offered as part of a programme where students will also study modules from other Schools, preferably in Sociology and Politics. Modules from other faculties may also be found to be compatible, e.g. Psychology, Human Geography and Education.

	Credits	Level
Compulsory modules		
HC1HS1 Introduction to Human Services	20	C
HC1HS2 Social Values and Social Policy	20	C

Optional modules
HC1HS3   Contemporary issues in Human Services   20   C

Part 2 (three terms)   <u>Credits</u>   <u>Level</u>

Compulsory modules
HC2HS1   Psychosocial studies of the individual and
                the family   20   I
HC2HS2   Social Justice and Inclusion   20   I
HC2HS3   Social Policy and Social Welfare   20   I
HC2HS4   Social Research and Human Services   20   I
HC2HS5   Work Experience in Human Services   20   I
Optional modules
HC2HS6   Contemporary Issues in Human Services   20   I
                or 20 credits from any Level I modules from
                elsewhere in the University

Part 3 (three terms)   <u>Credits</u>   <u>Level</u>
       BA Human Services Pathway
Compulsory modules
HC3HS1   Dissertation (double module)   40   H
HC3SW3   Working in Organizations   20   H
HC3HS3   Social Justice and Inclusion 2   20   H
HC3HS4   Social Policy: Research and Evaluation   20   H
Optional modules
HC3HS5   Introduction to Psychodynamic Counselling   20   H

      BA Human Services (Careers Guidance) Pathway
Compulsory modules
HC3HS1   Dissertation   40   H
HC3HS3   Social Justice and Inclusion 2   20   H
HC3HS7   Guidance Theory and Practice – 1 to 1 work   20   H
HC3HS8   Group work   20   H
HC3HS9   Careers/Education   20   H

Progression Requirements

To proceed from Part 1 to Part 2, a student shall normally be required to:

-     achieve an overall average of 40% in 120 credits taken in Part 1 (of which not less than 100 credits shall normally be at level C or above); and,

-     achieve not less than 30% in any module taken in Part 1, except that marks of less than 30% in a total of 20 credits may be condoned provided that the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without reasonable cause.

To proceed from Part 2 to Part 3, a student shall normally be required to:

- achieve an overall average of 40% in 120 credits taken in Part 2; and,

- achieve not less than 30% in any module taken in Part 2, except that marks of less than 30% in a total of 20 credits may be condoned provided that the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without reasonable cause.

For those students wishing to proceed to the Part 3 Careers Guidance pathway , a formal selection interview will be required in accordance with the Institute of Careers Guidance requirements. The selection criteria for the QCG pathway are summarised as follows:

- The possession of effective interpersonal and communication skills;

- The ability to solve work-related problems;

- The ability to engage in constructive criticism;

- Evidence of a high level of motivation to become a guidance practitioner;

- An understanding of, and a commitment towards, equality of opportunity; and,

- A commitment to the principles and practice of client-centred guidance.

Summary of Teaching and Assessment

Teaching is organised in modules that involve lectures, seminars and project based learning. Modules in Levels C, I, and H are, for the most part, assessed equally by course work and examination. I contributes one third of overall assessment and Level H the remaining two thirds. To be eligible for Honours, students must formally pass H modules with a total credit of 100 in Human Services.

Admission Requirements
Entrants to this programme are normally required to have obtained:
Grade C or better in English in GCSE; and achieved
BCC points from A Levels/AS Levels
UCAS Tariff:
International Baccalaureat: 30 points
Irish Leaving Certificate: Grade 4 BBBBC
GNVQ Advanced: 12 units in relevant subjects and 1 Grade B at 'A' Level
Scottish Highers: BBBB
Access Course: appropriate approved units at Level 3
Advanced Standing will be available to suitable candidates
Two AS grades are accepted in place of one A-Level

Admissions Tutor: Dr Bill Gothard

Support for students and their learning
University support for students and their learning falls into two categories. Learning support includes

IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Disability Advisors, Study Advisors, Hall Wardens, and the Students' Union.

Career prospects
Students' employability is a key feature of the programme and this will be facilitated in a number of ways, for example, through the PAR system. It is anticipated that students will be well equipped to enter training for Human Service professions, as well as other careers which require the portfolio of skills that Human Service graduates will possess.

Opportunities for study abroad or for placements
N/A

Educational aims of the Programme

The programme aims to provide an opportunity for students to explore the main Human Service professions within the context of contemporary Britain and Europe. It aims to produce students with a critical awareness of the key issues relating to these professions and the skills to enter a wide range of occupations. Students have the opportunity to specialise in either counselling or careers guidance in Part 3.

Programme Outcomes:

The programme provides:

Knowledge and Understanding

A. Knowledge and understanding of:

1. the social processes that lead to marginalisation, isolation and exclusion and their impact on the demand for Human Services
2. the key concepts used to understand human needs and social welfare: for example equity, poverty and diversity
3. the history and contemporary activities of U.K. welfare institutions and of some theoretical explanations of that development
4. the nature of Human Services in a diverse society (with particular reference to prejudice, empowerment and anti-discriminatory practices)
5. the nature and validity of different definitions of, and explanations for, the characteristics and circumstances for service users and the services required by them
6. human and social needs in the U.K. and other countries and of social policies and welfare institutions which exist to meet them
7. some key concepts and theories of welfare, including theories of the state and of policy-making and implementation
8. how contemporary social problems have emerged and of social policy responses
9. some of the more significant sources of data about social welfare and a critical grasp of the main research methods used to collect the data
10. relevant social research and evaluation methodologies and critical appraisal of these

Teaching/learning methods and strategies

Students will have the opportunity to gain and develop their knowledge and understanding of Human Services through lectures, seminars, independent study including project work and researching a topic in depth in their third year. Work experience in the second year and an organisational study in the third year will offer the opportunity to gain knowledge and understanding through participation and observation. Throughout the degree there will be an emphasis on adult learning principles.

Assessment

Assessment is generally divided between unseen examinations and course work on a 50-50 basis. Exceptions are work experience and research methods in year 2, which are both assessed entirely by course work, and the dissertation in year 3

Skills and other attributes

B. Intellectual skills - able to

11. be evaluative and analytical
12. demonstrate and exercise independence of thought
13. show a critical awareness of social policy processes
14. sensitive to the values and interests of self and others
15. research social issues

For those pursuing the Careers Guidance pathway.

16. apply Career Development theory and models of Guidance to practice.

Teaching/learning methods and strategies

Students will be presented in all modules with models and theories which logically lead to different approaches to problem definition and social solutions. This will promote evaluative and critical thinking and demand independence of thought. Awareness of values in action will be stimulated by teaching and discussion and developed further through work experience and projects. The dissertation requires the development of research skills.

Assessment

The project work for work experience and the organisational analysis assess independence of thought, awareness of social policy processes and sensitivity to the values and interests of others. The dissertation provides the longest assessment of students' ability to research social issues but this will be an element of the assessment of social policy and social welfare in year 2

C. Practical skills - able to

1. be self motivated
2. use current IT to word process, retrieve and analyse data and use email
3. observe, record and give account of a Human Service organisation
4. demonstrate self awareness
5. show good communication skills
   For those pursuing the Careers Guidance pathway
6. Interview skills
7. Group work skills
8. Networking skills

Teaching/learning methods and strategies

Students need to be self motivated and have good communication skills in the work experience module where they are also required to observe, record and give account.
IT skills are especially required in I Level research module and in H Level dissertation modules. Self awareness is focused on in I and H Level modules

Assessment

Self awareness, self motivation and IT skills are not formally assessed in C. I and H.
Observing, recording and giving account is assessed in I Level.
For those pursuing the Careers Guidance Pathway Interviewing, group work and networking skills are assessed at level H.

D. Transferable skills - able to

1. give oral presentations
2. communicate in writing
3. manage time
4. plan their career
5. work as part of a team
6. problem solve
7. apply basic numerical skills

For those pursuing the Careers Guidance pathway

8. Interviewing, group work and networking   skills

Teaching/learning methods and strategies

Oral and written presentations are an important element in C, I and H. Problem solving and team work exercises are present in all three parts of the degree or programme whilst numeracy skills are developed progressively.
Time Management is emphasised throughout the degree or programme whilst career planning is contained in I Level module, with further scope to develop career management skills in H Level.

Assessment

Oral and written communication, team work and problem solving are assessed in C, I and H.
Career planning is assessed in I Level time Management and numeracy are not assessed separately.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.