

**DEFINITIVE COURSE RECORD**

Course Title	<b>BA (Hons) Inclusive Practice and Integrated Working [progression route]</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>120 Level 6: 120 Credits</b>
Mode of Attendance	<b>Full-time and part-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year full-time</b>
Intended Award	<b>BA (Hons) Inclusive Practice and Integrated Working</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Academic: A relevant Foundation degree such as Supporting Inclusive Learning and Practice, Learning Support or Children's Care Learning and Development or equivalent.</b>  <b>-Any Offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</b>
Delivering Institution(s)	<b>University of Suffolk at East Coast College (Lowestoft)</b>
UCAS Code	<b>X163</b>

This definitive record sets out the essential features and characteristics of the BA (Hons) Inclusive Practice and Integrated Working [progression route] course. The information provided is accurate for students entering level 6 in the 2022-23 academic year<sup>5</sup>.

**Course Summary**

Through the BA (Hons) Inclusive Practice and Integrated Working qualification, with the underpinning philosophy of the need to work holistically, inclusively and as part of an integrated workforce, all practitioners can come together and share this common training. As staff from an increasingly diverse number of agencies in the statutory, voluntary and community and independent sectors have a role to play in providing and supporting children, young people and vulnerable adults across a range of settings, a flexible programme which meets the needs of this wider audience is necessary at this time.

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#)

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#)

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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Inclusion, equality, diversity and rights are underpinning tenets of the whole programme and will be emphasised throughout.

### **Course Aims**

In relation to children, young people and vulnerable adults and their families/carers:-

- To develop in depth knowledge and a critical understanding of the legislative framework, theoretical perspectives and practices that underpin existing and new ways of working required by agencies working with and within the statutory and PVI sectors
- To enable students to develop a critical understanding of subject-specific knowledge drawn from social policy, psychology, sociology, education and health and construct lines of argument to underpin and use in their professional practice
- To enable students to develop and incorporate appropriate values and beliefs central to inclusive practice and integrated working in education, health and social care and an understanding of ethical issues relating to their practice
- To plan and carry out a research project demonstrating the student's understanding of the value of research generally, its role in their sector and practice and the key concepts and theoretical models in research methodologies
- To evaluate and further develop key transferable skills of value in employment, further study and personal development
- To provide employers in with a high quality, highly relevant programme that will enhance workplace practice and responsiveness to change
- To develop skills to reflect upon, critically evaluate and develop their own practice and the practice of others in the workplace to promote integrated and inclusive working

### **Course Learning Outcomes**

The following statements define what students graduating from the BA (Hons) Inclusive Practice and Integrated Working [progression route] course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 6 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

#### **Knowledge and Understanding**

1. Demonstrate a systematic, coherent understanding and detailed knowledge of key aspects of relevant subjects including social policy, psychology, sociology, education, social work and health/mental health as applied to working with children, their families, young people and vulnerable adults

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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2. Effectively use various sources, including scholarly reviews and primary research, to critically analyse, evaluate and inter-relate knowledge and skills from the various fields of study upon which the programme is based (social policy, psychology, sociology, education, social work and health)
3. Critically evaluate the application of their learning to a range of work settings and appreciate the uncertainty, ambiguity, limits, contradictions and tensions that occur when working inclusively and within an integrated workforce

### **Mental or Cognitive Skills**

4. Deploy accurately established techniques of analysis and enquiry used within the fields of social policy, psychology, sociology, education, social work and health
5. Critically evaluate evidence, arguments, assumptions and data, to reach sound judgements and to communicate them effectively

### **Subject Specific and Practical Skills**

6. Demonstrate the qualities and skills of an inclusive, reflective practitioner and critically evaluate practice in the work setting
7. Devise and sustain arguments, solve problems, initiate and carry out projects using a variety of ideas and techniques, some of which are at the forefront of the relevant disciplines
8. Demonstrate evidence of thorough, critical understanding of the application of theoretical material and key concepts relating to inclusion and integrated working in practical situations
9. Effectively manage their own learning and demonstrate the acquisition of problem solving techniques, including the ability to accurately collect, collate and analyse information and data which will lead to both valid and reliable outcomes

### **Course Design**

The design of this course has been guided by the following QAA Benchmarks:

- Social Policy and Administration (2007)
- Psychology (2007)
- Sociology (2007)
- Social Work (2008)
- Education Studies (2007)

### **Course Structure**

The BA (Hons) Inclusive Practice and Integrated Working [progression route] comprises modules at level 6.

Module specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

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Module	Credits	Module Type <sup>7</sup>
Integrated Working 1 (Identifying and Responding to Safeguarding Concerns)	20	Mandatory
Integrated Working 2 (Safeguarding Work)	20	Mandatory
Principles into Practice	20	Mandatory
Assessment and Intervention	20	Mandatory
Dissertation	40	Mandatory

### Awards

On successful completion of the course, students will be awarded a BA (Hons) Inclusive Practice and Integrated Working.

### Course Delivery

The course is delivered at University of Suffolk at East Coast College (Lowestoft). Students studying full-time on BA (Hons) Inclusive Practice and Integrated Working [progression route]. The contact hours will be a mix of lecture, seminar, tutorial and OLE (online learning environment) interaction.

The scheduled sessions on this course are an essential part of your learning, but so is the time you spend online, in independent study, in collaborative activities with your peers and in completing assessment activities.. You are expected at level 6 to be a self-motivated learner willing to engage in scholarly activity on your own . You need to plan for around 200 hours (including classes) for each 20 credit module. In the case of the dissertation there is a minimum requirement for 385 hours of independent study with 15 hours per student of direct supervision.

### Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be 100% coursework (including case studies, critical review, reports, presentations, group work and a dissertation).

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

Students undertaking BA (Hons) Inclusive Practice and Integrated Working [progression route] will be charged tuition fees as detailed below.

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<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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Student Group	Tuition Fees
Full-time UK	£9,250 per year
Part-time UK	£1,454 per 20 credit module
Full-time EU/International	£12,996 per year
Part-time EU/International	£2,166 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).