

# Foundation, Undergraduate and Postgraduate Prospectus 2012–13



## Programmes in:

- Children and young people
- Counselling
- Health and well-being
- Paramedic science
- Psychology
- Public health
- Social care/social work
- Speech and language therapy



# Welcome

## to the School of Health & Social Care



I am delighted that you are considering coming to the University of Greenwich.

In the School, we have students studying a variety of subjects, including social work, social care, paramedic science, public health, health, psychology, speech and

language therapy, and the Every Child Matters foundation degree.

This prospectus has been designed for students considering whether to undertake these programmes. I hope you find it informative in helping you to make your choice.

You will find that your programme is a demanding one, but our staff are here to support you, and when you complete you will find there are many opportunities in your chosen career.

**Dr Linda Burke**  
Dean of School of Health & Social Care

For further copies of this prospectus, telephone:  
**Enquiry Unit: 020 8331 9000**

Main image above: Mary Seacole Building, the main base for the School of Health & Social Care on the Avery Hill Campus.

## Open Events

Why not attend one of our Open Events for information about programmes, tours of the campus and advice on your application? Find out more about:

- **Our Foundation Degree in Every Child Matters**
- **Undergraduate Health and Well-Being, Paramedic Science, Psychology, Psychology and Counselling, Public Health, Social Work**
- **Graduate entry Research Methods in Psychology, Research (Psychology), Psychology, Social Work, Speech and Language Therapy**
- **Pre-Registration Nursing (Adult, Child, Learning Disability, Mental Health)**
- **Pre-Registration Midwifery.**

Each event runs from 4 to 8pm on the following Wednesdays:

### TIMETABLE

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| 12 October 2011 | 13 June 2012    | 7 November 2012 |
| 9 November 2011 | 11 July 2012    | 6 March 2013    |
| 7 March 2012    | 10 October 2012 |                 |

Each event runs across the School's two campuses. Venues are **Mary Seacole Building, Southwood Site, Avery Hill Campus**, and **Nelson Building, Medway Campus**. Partners and parents are welcome.

Please visit [www.gre.ac.uk/opendays](http://www.gre.ac.uk/opendays) for a full list of Open Days. The School is always represented at these events.

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# Who we are and what we do

## The University of Greenwich

The University of Greenwich is home to a thriving community of nearly 29,000 students of all ages. Students from over 140 countries choose to study at Greenwich, which is also a popular option for people from our local communities in south-east London and Kent.

The university has three campuses: Medway, in Chatham Maritime, Kent; Greenwich, in the London borough; and Avery Hill, in Eltham, south-east London. The School of Health & Social Care is based at Avery Hill and also offers programmes at Medway.

For further information on the University of Greenwich, visit [www.greenvich.ac.uk](http://www.greenvich.ac.uk).



## The School of Health & Social Care

Established in 1990 and part of the University of Greenwich since 1993, the School of Health & Social Care is now one of the largest in the university.

The School runs programmes in health, public health, social care, social work, paramedic science, psychology and counselling. We also provide education for 800 pre-registration nursing and midwifery students and offer many opportunities for study to registered nurses or midwives.

At Medway, the School offers programmes in adult nursing, paramedic science and speech and language therapy.

Open Events are held on both campuses, and we encourage prospective students and their families and friends to attend. For details, including dates, see the inside front cover of this prospectus. The School is also represented at all University of Greenwich Open Days. Visit [www.gre.ac.uk/opendays](http://www.gre.ac.uk/opendays) for more information.

## Avery Hill Campus

The School is based on Southwood Site of the Avery Hill Campus. Facilities include Mary Seacole Building, the School's main teaching base, and David Fussey Building, a centre for

teaching and sports. A refurbished social and dining area, including a gymnasium, provides plenty of opportunities to relax.

For further information on the Avery Hill Campus, visit [www.gre.ac.uk/averyhill](http://www.gre.ac.uk/averyhill). Travel information is on page 9.

## Medway Campus

Medway Campus has benefited from £50 million in investment since 1996. This has brought extensive new laboratories and research facilities as well as a magnificent learning resource centre, the Drill Hall Library. Social facilities include a bistro-style café and pub.

For further information on the Medway Campus, visit [www.gre.ac.uk/medway](http://www.gre.ac.uk/medway). Travel information is on page 9.

## Student services

The university's Office of Student Affairs provides advice, support and information, helping you enjoy being a University of Greenwich student, both on campus and in the community.

Services include:

- Careers advice
- Counselling
- Disability and dyslexia support
- Finance
- JobShop
- Mentoring
- Nursery (Avery Hill only)
- Skills for study
- Support for international students

For further information, please see [www.greenvich.ac.uk](http://www.greenvich.ac.uk).

## Equal opportunities

The University of Greenwich is committed to equality of opportunity for all applicants, students and staff, and all students and staff are required to comply with the university's equal opportunities policy. The policy can be found online at [www.gre.ac.uk/policy/equal-opportunities-statement](http://www.gre.ac.uk/policy/equal-opportunities-statement).

## Disabled students

The university welcomes applications from people with disabilities and is committed to enabling enrolled disabled students to succeed. Central to our philosophy is the understanding that people with disabilities have individual needs and issues. Disability advisers are available to help at any stage in your application process and at any point in your studies.

We offer support through one-to-one advice sessions and specialist workshops covering, for example, job applications and revision strategies for dyslexic students. We will liaise with staff in your academic department to ensure that they are aware of your individual needs.

The university has a Disability Policy Statement which sets out our commitment to disabled students and provides information about access on campus.

Telephone the Disability & Dyslexia Centre for information on 020 8331 7875 or e-mail [d-centre@gre.ac.uk](mailto:d-centre@gre.ac.uk).

We are affiliated to SKILL, the National Bureau for Students with Disabilities. You can find information about the university on the SKILL database. For further information, please log on to [www.skill.org.uk](http://www.skill.org.uk).



## Why should you apply for one of our programmes?

- **Cutting-edge content**

What you study will be up to date and relevant to the workplace. Each year, we review and, where necessary, revise our programmes to ensure they meet the needs of our students.

- **A flexible approach**

Our students are busy professionals often juggling the commitments of work and home, so we offer part-time options where possible and try to schedule our courses sympathetically.

- **Experience**

We have over 20 years' experience as a trusted provider of health and social care training and education in the south-east of England. Our teaching staff have both practical know-how and academic expertise.

- **Innovation**

We are at the forefront of research and innovation in the field of health and social care. Developments such as our virtual environment in Second Life, which enables students to practise what they have learned online, demonstrate how this innovation feeds back into our teaching.

## Accommodation

Over 1,200 students live on the Avery Hill Campus.

Accommodation comprises shared flats and maisonettes for between four and nine people. Each flat has a well-equipped lounge/dining room/kitchen. Some have balconies and each has an entry phone. Study bedrooms come equipped with a telephone and network connection for Internet access. Some rooms have en-suite shower/toilet facilities. Parking is available on site for a fee. Halls have facilities for disabled students.

E-mail: [accommodation-ah@gre.ac.uk](mailto:accommodation-ah@gre.ac.uk)

Tel/Fax: 020 8331 9671/9608

Accommodation on the Medway Campus includes Wolfe and Merlin Houses, halls of residence offering 206 single study bedrooms with en-suite toilet/shower facilities in shared, self-catering flats. Three further halls, Adelaide, Forte and Sunne Houses, offer 144 single study bedrooms with en-suite toilet/shower facilities in self-catering flats shared by six residents. Rooms are wired to the university network for Internet and e-mail services and offer an Internet TV service. Parking is available on site for a fee, and the halls have facilities for disabled students.

E-mail: [accommodation-me@gre.ac.uk](mailto:accommodation-me@gre.ac.uk)

Tel/Fax: 020 8331 9063/8012

For more information on accommodation, log on to [www.gre.ac.uk/accommodation](http://www.gre.ac.uk/accommodation).

# What you need to know



## Making your application

If you wish to study one of our full-time undergraduate programmes, you must apply online to the Universities and Colleges Admissions Service (UCAS).

Our UCAS institution code is **GREEN G70**.

For further information, visit [www.ucas.com](http://www.ucas.com) or contact UCAS, PO Box 28, Cheltenham, Gloucestershire GL52 3SA.

To begin your programme in September 2012, you must submit your application by mid-December 2011.

You can apply for a postgraduate or part-time programme by logging on to [www.gre.ac.uk/apply](http://www.gre.ac.uk/apply) and completing the online application form.

For entry requirements, please see the individual entry for your programme.

## Direct entry

At certain points during the year outside normal application periods, the university accepts direct applicants. For details, contact the Enquiry Unit on 020 8331 9000.

## CRB disclosure and occupational health assessment

Social work, speech and language therapy and paramedic science programmes are exempt from the Rehabilitation of Offenders Act 1974. This means that if you wish to apply, you must disclose any criminal convictions, bound-overs or cautions (verbal or in writing), even if spent.

If you disclose a conviction on your application, we will discuss the matter with you at interview. If we agree to offer you a place, it will be with the proviso that all details of the conviction have been disclosed. Information on your conviction is shared only with the interviewers and a senior member of School staff.

At the start of the programme you will undergo an enhanced Criminal Records Bureau (CRB) police disclosure. While a criminal conviction would not necessarily preclude you from a programme, should this disclosure reveal any convictions, bound-overs or cautions not disclosed at the time of application, you will be asked to leave the programme.

Social work, speech and language therapy and paramedic science applicants must also undergo an occupational health assessment. Final acceptance is dependent on confirmation by the occupational health assessor that you are medically fit to undertake the programme.

Students offered a place on the BSc Hons Paramedic Science programme at Avery Hill Campus will have their CRB application and occupational health assessment undertaken by the London Ambulance Service NHS Trust.

Students offered a place on the BSc Hons Paramedic Science programme at Medway Campus will have their CRB application paid for by NHS South East Coast Ambulance Foundation Trust.

Students offered a place on the PGDip Speech and Language Therapy programme at Medway Campus will have their CRB application paid for by NHS South East Coast.

## Financial arrangements

### How to apply for financial support

You can apply online for general student finance support at [www.direct.gov.uk/en/EducationAndLearning/index.htm](http://www.direct.gov.uk/en/EducationAndLearning/index.htm).

### Student loans

The online application form will allow you to apply for a:

- Fee loan for tuition fees
- Student loan for living expenses.

If you are eligible for support, you are entitled to 75% of the full student loan, regardless of your parents' or your partner's income. The final 25% is means tested.

The form also has sections where you can indicate whether you wish to apply for any of the following:

- Maintenance Grant
- Disabled Students' Allowances
- Adult Dependants' Grant
- Parents' Learning Allowance
- Childcare Grant.

To find out more about these grants and allowances, visit [www.gre.ac.uk/study/finance/ug-finance](http://www.gre.ac.uk/study/finance/ug-finance).

### Extra help

Other sources of funding include:

- Access to Learning Fund
- Charities and trusts
- Part-time employment, e.g. the university's JobShop.

### Social Work Bursary

The Social Work Bursary was introduced by the Department of Health as an incentive to train in social work. The bursary package is not income assessed. Unlike funding from Student Finance England, which is intended to assist with the cost of living, the bursary basic grant can be used towards study-related expenses and/or for any purpose you choose. You are, however, advised to check the eligibility criteria on the student NHS Business Services Authority website (address right), as UK residency rules apply.

**Full-time students who are not subject to variable tuition fees and study at a London-based higher education institution (HEI)** are offered a basic grant of up to £3,290 for a 52-week period, paid in three instalments. You are responsible for paying your tuition fees.

You can choose to use the basic grant towards your tuition fees or apply for the tuition fees loan from Student Finance England. A contribution for placement travel has been included in this grant and no further claims for travel expenses will be accepted.

**Full-time students who are subject to variable tuition fees and study at a London-based HEI** are offered a grant of up to £4,975 for a 52-week period. A contribution for placement travel has been included in this grant and no further claims for travel expenses will be entertained.

If you require further information or are a part-time student, please contact the following:

NHS Business Services Authority, Social Work Bursary,  
Sandyford House, Archbold Terrace, Newcastle upon Tyne  
NE2 1DB

Tel: 0845 6101122

Fax: 0191 2035507

E-mail: [swb@ppa.nhs.uk](mailto:swb@ppa.nhs.uk)

Web: [www.nhsbsa.nhs.uk/swb](http://www.nhsbsa.nhs.uk/swb)

For further information on social work, log on to [www.gsc.org.uk](http://www.gsc.org.uk).



## Speech and language therapy fees and bursary

There are no tuition fees to pay for eligible students. Instead, they can apply for a means-tested bursary for the duration of this programme. However, students are advised to check the eligibility criteria on the NHS student grants website (address below), as UK residency rules apply.

All matters relating to NHS-funded programmes and financial support are dealt with by:

The NHS Student Grants Unit, Hesketh House,  
200–220 Broadway, Fleetwood, Lancashire FY7 8SS  
Tel: 0845 3586655  
Fax: 01253 774490  
E-mail: [enquiries@nhspa.gov.uk](mailto:enquiries@nhspa.gov.uk)  
Web: [www.nhsbsa.nhs.uk](http://www.nhsbsa.nhs.uk)

## Paramedic Science fee

- **BSc Hons Paramedic Science (Avery Hill) (subject to approval) – fee**  
Students on this programme will pay the normal university tuition fee for 2012–13.
- **BSc Hons Paramedic Science (Medway) – fee and bursary**  
Tuition fees will be paid by NHS South East Coast Ambulance Service Foundation Trust and students will receive a bursary. Details of how to apply for the bursary will be provided once students are selected.

## Further advice

Students needing further information about finance should consult the university's undergraduate prospectus or visit [www.direct.gov.uk/en/EducationAndLearning/index.htm](http://www.direct.gov.uk/en/EducationAndLearning/index.htm).



## Key terms

### Programmes

A programme is a collection of courses leading to a specific university academic award. The School provides programmes at a number of levels, including the following:

- **Foundation degrees**  
(240 credits, of which 120 must be at Level 4 and 120 at Level 5)
- **Honours degrees**  
(360 credits, of which 90 must be at each of Levels 4, 5 and 6)
- **Master's degrees**  
(180 credits, of which at least 150 must be at Level 7 and the remainder at Level 6).

### Courses

Courses are what make up named programmes. Each course focuses on a particular topic and has a title describing its content. Core courses are compulsory; optional courses ('options') may be chosen from a list of courses specific to the programme. Courses are taught for an equivalent of 22 to 28 hours per 15 credits. The number of hours depends on the course.

### Credits and levels

Once you have successfully completed a course, you will be awarded credit points (10, 15, 20, 30, 45 or 60) at a specified level (Level 4, 5, 6 or 7). Levels indicate the academic attainment required for the course; Level 7, for example, indicates study at Master's level.

### Top-up programmes

A top-up programme enables you to 'top-up' your existing qualifications to a higher-level qualification. For instance, if you have a foundation degree, you may be able to top it up by entering an honours degree in its third year. You may be accepted on to a top-up programme with qualifications gained at other institutions.

### Accreditation of Prior Learning

'Accreditation' is the umbrella term for the formal recognition of previous learning by a particular institution. This learning may have been formally assessed (learning validated or accredited by another education institution) or may be derived from experience (it must be possible to demonstrate that this experience is equivalent to part of a programme of study).



## How to find us

Please find general information below. For more detailed guides on getting to the campuses, travel tips, timetables and parking, visit [www.gre.ac.uk/travel](http://www.gre.ac.uk/travel).

### Avery Hill Campus

**By road:** at Junction 2 of the M25 take the A2 towards London or, if coming from London, take the A2 towards Dover. Exit the A2 at the Danson Interchange for Sidcup, Welling and Bexleyheath (A221). Drive through Blackfen on the A210 to the junction with Avery Hill Road, and at the traffic lights with the petrol station opposite, take the left filter lane into Avery Hill Road (B2214).

For Southwood Site, continue forward along Avery Hill Road. For Mansion Site, turn on to Reinickendorf Avenue and continue to the end. Parking is off to the right.

Parking charges apply Monday to Friday, 9am to 5pm. Tickets are available from machines or by phone. There is also a fee for student resident parking.

**By train:** regular trains run to Eltham, Falconwood and New Eltham from Charing Cross, Waterloo East and London Bridge.

Mansion Site's nearest station is Falconwood, a 15-minute walk along Riefield Road. New Eltham, the nearest station to Southwood Site, is 20 minutes' walk away.

**By bus:** see [www.tfl.gov.uk/buses](http://www.tfl.gov.uk/buses) for the latest information.



## Getting around the campuses

To help students find classrooms and academic staff offices, all room numbers are prefixed. Prefixes are listed right. Please get to know these, particularly if you are based at Avery Hill, where it is possible turn up at the wrong site and be faced with a last-minute dash across the park!

The university switchboard, on 020 8331 8000, can put you through to either site.

TO APPLY: PAGE 6



### Medway Campus

**By road:** from London/the M25 take the A2 towards Dover. Just before the A2 becomes the M2 move into the left-hand lane to join the A289 to Gillingham. Follow signs to Gillingham. As you leave the Medway Tunnel, branch left and at the roundabout take the last exit marked 'universities'. Then follow signs to the campus.

From east Kent take the A2/M2 towards London. Exit at Junction 4 and take the A278 towards Gillingham (or follow anchor signs). Follow signs to Chatham Maritime/Medway Tunnel. Then follow signs to the campus.

To park on campus, students must have a parking permit, and parking charges apply. There is also a fee for student resident parking.

**By train:** there are frequent services to Chatham and Gillingham from Charing Cross, London Bridge, Cannon Street and Victoria stations. There are also services from Ramsgate and Dover.

**By bus:** there are a number of bus companies operating services in Medway. You can find links to these and timetables by visiting [www.medway.gov.uk/transportandstreets/publictransport.aspx](http://www.medway.gov.uk/transportandstreets/publictransport.aspx) and clicking on the 'bus' link.

### Avery Hill Campus

#### Southwood Site

- G** Grey Building – classrooms and academic staff offices
- B** Bronte Building – classrooms and academic staff offices
- MS** Mary Seacole Building – classrooms and academic staff offices
- D** David Fussey Building – classrooms, skills laboratories and a sports hall.

#### Mansion Site

- T** Tower Building – classrooms on the second, third and fourth floors
- M** Mansion Main Building – classrooms
- R** Bird Sanctuary Building (between Mansion Main Building and Tower Building) – classrooms
- H** Honeycombe Building – classrooms.

### Medway Campus

- N** Nelson Building – classrooms and academic staff offices.

# Programmes

## Children and young people

FdA Every Child Matters 11

## Counselling

BA Hons Counselling (Top-up) 12

## Health and well-being

BSc Hons Health and Well-Being 12

## Paramedic science

BSc Hons Paramedic Science  
(Avery Hill) – subject to approval 13

BSc Hons Paramedic Science (Medway) 13

## Psychology

BSc Hons Psychology 15

BSc Hons Psychology with Counselling 15

Graduate Diploma in Psychology 16

MSc Research Methods in Psychology 16

MSc Research (Psychology) 17

## Public health

BSc Hons Public Health 18

## Social care/social work

BA Hons Social Care (Top-up) 19

BA Hons Social Work 20

PGDip/MA Social Work 21

## Speech and language therapy

PGDip Speech and Language Therapy 22

### KEY

MTHS – months      YRS – years  
F/T – full-time      P/T – part-time

When applying through UCAS, use the institution code **GREEN G70**.



## Children and young people



### STUDENT PROFILE

#### Becky Read and Elethea Bryan

##### Subject: Every Child Matters

We have now completed the first year of the Every Child Matters foundation degree, and it has been a very valuable experience. We have gained a range of knowledge and skills that can be applied to the

practice of working with children and young people.

The degree includes a placement in a school or nursery. This link to practice has helped us to apply theoretical knowledge to our work environment. The lecturers are supportive, and the first year has provided very valuable experience. We have developed academic skills that have prepared us for future academic work.

We would recommend this foundation degree for those who wish to gain more detailed knowledge and to progress in a career working with children and young people. The degree provides a foundation for a career in children's services. Even though we have only completed the first year, we already feel more confident about applying for jobs such as teaching assistants.

## FdA Every Child Matters

**ATTENDANCE** 2 YRS F/T, 4 YRS P/T **UCAS CODE** L590 A FdA/ECM

### Overview

The Every Child Matters foundation degree comprises a programme of study that facilitates the development of the skills and knowledge that are required by members of the children's workforce to help ensure positive outcomes for children, young people and their families. The programme was developed in response to the Every Child Matters agendas, which have brought about a new approach to working with children, young people and their families.

The government's aim is for every child and young person to have the support they need to be healthy, stay safe, enjoy life, make a positive contribution and achieve economic well-being. To ensure that children and young people achieve these outcomes, it is vital that the children's workforce is educated, skilled and focused on the needs of the child or young person.

The Schools of Health & Social Care and Education have worked together to develop this foundation degree. The programme is constructed around the Children's Workforce Development Council's Common Core of Skills and Knowledge and is suitable for those wishing to either begin or enhance a career working with children and/or young people.

The programme has been designed for students who are working in – or aspire to work in – a variety of settings that provide services for children and young people, including youth services, colleges and early years settings for younger children.

The programme is interdisciplinary throughout. Generic core courses promote an understanding of the needs of children and young people and develop skills required to work with and for the benefit of children, young people and their families. Option courses and work-based projects will enable you to focus on study specific to your area of work. You will be given the opportunity to gain new skills and develop existing abilities.

Courses are delivered in a variety of flexible ways, including face to face and online. Assessment is based on practice as well as theory. On successful completion of your programme, you will have the opportunity to 'top up' to a Bachelor's degree.

### Entry requirements

You must have:

120 UCAS points **FROM**

**EITHER** a minimum of one A-level

**OR** a vocational qualification, such as an NVQ at Level 3, a BTEC National Diploma, an AVCE or the Society, Health and Development Diploma.

**PLUS** a minimum of five GCSEs at grade C or above, which must include English language and mathematics or equivalent (or you must be able to demonstrate the ability to work at this level). We will accept Key Skills in communication and numeracy at Level 2 or above instead of GCSEs.

- You must be at least 18 at the point of entry.
- You will be interviewed and are required to undertake a Criminal Records Bureau check.
- You should be employed or working on a voluntary basis with children or young people for a minimum of three full days a week. (This is for the two-year full-time programme. If you wish to study part-time over a longer period, you should complete the equivalent amount of time in practice.)
- Your employer or manager must provide a letter of verification to indicate his or her willingness to support your experience.

### Programme content

| Year 1   | Credit |
|--|--------|
| Introduction to Health and Well-Being from Conception to Young Adulthood | 30     |
| Skills for Childhood Studies (Term 1)                                    | 15     |
| Children, Young People, Family and Society (Term 2)                      | 15     |
| Work-Based Learning 1  | 30     |
| Safeguarding and Protecting the Welfare of Children and Young People     | 30     |
| Year 2   |        |
| Working together for Children, Young People and their Families           | 30     |
| Research: Investigating Children and their Childhoods                    | 30     |
| Work-Based Learning 2  | 30     |
| Option courses   | 30     |

## Counselling

### BA Hons Counselling (Top-up)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T **UCAS CODE** B943 A BA/Counl

#### Overview

This programme will enable you to build on your earlier counselling training and will foster your readiness to practice independently in a variety of contexts appropriate to your experience. You will extend your clinical experience by undertaking a supervised placement and reflect upon this in courses that encourage an awareness of the links between theory and practice.

A research methodology course will enable you to engage confidently with important contemporary debates about evidence-based clinical practice. It will prepare you to undertake a research project of your own devising. This will be supervised by specialist tutors in groups and on a one-to-one basis.

You will be encouraged to become aware of the specific nature of your individual clinical practice and arrive at an understanding of the broader professional context. By the end of your studies, you will be able to show that you appreciate how you might use clinical supervision and Continuing Professional Development as key strategies relevant to your professional development.

The curriculum for this programme specifically addresses current British Association for Counselling and Psychotherapy requirements for individual accreditation in counselling. As such, it is suitable if you wish to consolidate or enhance your career as an independent counselling practitioner competent to work in a wide range of contexts. If you are already in paid employment as a counsellor, you will find that you are in a position to manage a more varied caseload after this training. You will also be eligible to enrol on advanced training (such as postgraduate awards, supervision or other post-qualifying specialisms) in due course.

#### Entry requirements

You should have:

A foundation degree in counselling (or equivalent qualification in counselling), usually comprising 400 hours of skills and theory training.

**PLUS** a minimum of 100 hours of supervised counselling practice in placement and 60 hours of personal counselling.

#### Programme content

During the programme, you will undertake supervised counselling practice with adults in a suitable clinical placement and attend the following university-based courses:

- Advanced Counselling Theory (a linked lecture and seminar series)
- Case Discussion (a weekly presentation of clinical placement material facilitated by a tutor)

- Consolidating Clinical Practice and Professional Development (a facilitated discussion group)
- Counselling Research Project (independent study with one-to-one research supervision)
- Research Methodology for Counselling Practitioners
- A student-nominated course (chosen in discussion with the programme leader).

## Health and well-being

### BSc Hons Health and Well-Being

**ATTENDANCE** 3 YRS F/T, 6 YRS P/T **UCAS CODE** B901 A BSc/HW

#### Overview

This innovative programme will provide you with insight into the wider context of health and well-being, a subject which is now firmly on the health agenda. You will acquire the range of skills and competencies associated with the scientific study of health and well-being, and learn to analyse the importance of the biological, psychological, social, economic and cultural context for determining individual and community health and well-being.

The programme explores the implications of local, national and international policies for the health and well-being of individuals and groups. Strategies to promote individual, organisational and community health and well-being are also considered. You will learn to appraise and apply research and acquire the potential to contribute to the evidence base underpinning the study of health and well-being. You will also acquire skills suitable for graduate employment.

#### Entry requirements

You should have:

240 UCAS points **FROM**

**EITHER** a minimum of two A-levels/AVCEs

**OR** a BTEC National Diploma

**OR** a Society, Health and Development Diploma.

**PLUS** three GCSEs at grade C or above (including English, English language, mathematics or a science subject) or equivalent qualifications.

**OR**, as an alternative to the above entry requirements, an Access to Higher Education Diploma with a minimum of 60 credits, 45 of which must be at Level 3 and the rest at Level 2 or 3, including English language and mathematics at Level 2.

- Mature students with alternative qualifications are considered on an individual basis.



## STUDENT PROFILE

### Shagul Baksh

**Subject: Health and Well-Being**

I chose to come to this university after attending an Open Day and learning what the programme had to offer. The qualifications I will receive at the end of the degree will help me to fulfil my ambition to work in the healthcare sector. The programme

is very interesting and informative and a great start in health and well-being.

The university's location is fantastic, and I find it easy to get here on public transport. However, the outstanding thing about this university is the lecturers: they are friendly, supportive, approachable and professional. The university has great resources, an extensive library and a fantastic IT department, all of which help support students' learning.

## Programme content

| Year 1 (Level 4)                                | Credits |
|---|---------|
| Introduction to Concepts of Health              | 15      |
| Academic Skills for Health and Social Care      | 15      |
| Introduction to Health and Social Policy        | 15      |
| Understanding Quantitative Health Data 1        | 15      |
| Improving Individual Health and Well-Being      | 30      |
| Physiology of Health and Well-Being             | 15      |
| Introduction to Community Health and Well-Being | 15      |

| Year 2 (Level 5)   | Credits |
|--|---------|
| Life and Health and Well-Being: Bio-Psycho-Social Perspectives | 30      |
| <b>OR</b> Psychological Aspects of Health                      |         |
| Introduction to the Research Process                           | 15      |
| Understanding Quantitative Health Data 2                       | 15      |
| Healthy Nutrition  | 15      |
| Analysis of Health Needs                                       | 15      |
| Health Promotion   | 15      |
| Academic Preparation (for direct entry at Level 5 only)*       | 15      |
| <b>OR</b> Poverty, Inequality and Social Exclusion             |         |

| Year 3 (Level 6)   | Credits |
|--|---------|
| Project (Dissertation)   | 30      |
| Influences of Mind-Body Relationships                              | 15      |
| Brain, Behaviour and Health  | 15      |
| Partnership Approaches to Health and Well-Being                    | 15      |
| Environment, Housing and Well-Being                                | 15      |
| Understanding Management in Health and Social Care                 | 15      |
| <b>OR</b> Applied Health Care Ethics                               |         |
| <b>OR</b> Health Policy and Organisation                           |         |
| <b>OR</b> Academic Preparation (for direct entry at Level 6 only)* |         |
| Sociology of Health and Illness                                    | 15      |
| <b>OR</b> European Health and Social Care                          |         |
| <b>OR</b> Preparation for Employment                               |         |
| <b>OR</b> Contemporary Issues in Health and Well-Being             |         |
| <b>OR</b> Health Promotion (if not undertaken at Level 5)          |         |

\*Applicants with suitable qualifications can enter this programme after Year 1.

## Paramedic science

**BSc Hons Paramedic Science (Avery Hill) – subject to approval**

**BSc Hons Paramedic Science (Medway)**

**ATTENDANCE** 3 YRS F/T **UCAS CODE** to be determined (Avery Hill); B781 M BSc/PaSc (Medway)

### Overview

Students currently undertake BSc Hons Paramedic Science at the Medway Campus; from September 2012, subject to approval, we will also offer BSc Hons Paramedic Science at Avery Hill.

You should apply for BSc Hons Paramedic Science if you are interested in caring for people across the life spectrum in a pre-hospital environment. Paramedics are key members of the 21st-century NHS, with a dynamic and challenging role requiring diverse skills and expertise. These programmes offer a university-based education with a work-based focus.

The Medway-based programme has been developed in partnership with NHS South East Coast Ambulance Foundation Trust; the Avery Hill-based programme has been developed in partnership with the London Ambulance Service NHS Trust.

On completion of your degree, you will be eligible for professional registration as a paramedic with the Health Professions Council. Once registered, there are various roles that paramedics fulfil in the acute and primary care sectors.

### Entry requirements

Individual offers may vary, but typical entry requirements are:

240 UCAS points **FROM**

**EITHER** a minimum of two A-levels

**OR** a BTEC National Certificate or Diploma

**OR** a Society, Health and Development Diploma

**OR** an International Baccalaureate Diploma (28 points overall)

**OR** a relevant HNC or HND

**OR** a relevant foundation degree.

**PLUS** three GCSEs at grade C or above (including English, English language, mathematics or a science subject) or accepted alternatives such as Key Skills Level 2 or 3 in literacy and numeracy.

**OR**, as an alternative to the above entry requirements, an Access to Higher Education Diploma with a minimum of 60 credits, 45 of which must be at Level 3 and the rest at Level 2 or 3, including English language and mathematics at Level 2. The diploma must include the equivalent of GCSE English

language and mathematics, e.g. Access to Health Sciences, Social Sciences or Nursing.

- If English is not your first language, you must have an IELTS score of 7.0 or above, or the equivalent in another recognised language testing system.
- You must attend an interview and numeracy and literacy tests. You will also undergo a Criminal Records Bureau disclosure and occupational health assessment (see page 6). Following a successful interview, applicants to the Medway-based programme will be required to pass a physical fitness assessment before being offered a place.
- When applying, you must provide evidence that you possess a full UK driving licence for a manual vehicle. You must have no history of a serious driving offence (e.g. driving without insurance or under the influence of alcohol and/or drugs) and no more than three points on your licence. You will be required to obtain Category C1 on your driving licence by 1 September of the year of entry.

## Programme content

### Year 1

You will explore your learning style and developing study skills. The importance of communication is examined, and you will work on how to communicate and work within a team. Theoretical work focuses on clinical sciences, including pathophysiology and pharmacology. You will acquire the knowledge and skills required to practise in the trust, explore the concept of professionalism and the requirements of a paramedic, and undertake work-based learning within the NHS. You will maintain a professional portfolio during all three years and record experiences in a structured way.



## STUDENT PROFILE

### Kieran Briscoe

**Subject: Paramedic Science (Medway)**

I am in the second term of my first year. This programme is thrilling, fascinating and still continues to surpass all my expectations – there's never a dull moment. Studying as a paramedic at the university is the

best choice I've made. The atmosphere on campus is great. There's like-minded, sociable people around, all working to achieve their goals. Medway Campus is a wonderful place to study.

The university has all the facilities and equipment you would expect to find on your ambulance station and vehicle. The friendly academic team are very supportive and encouraging. Being taught by lecturer practitioners who are still working in the field is an added bonus.

Working at the university and on placements, my colleagues and I are being prepared to become the next generation of specialised paramedics. Each day is different and each day brings new challenges. So seize the day.

### Year 2

Theoretical studies continue for week-long periods. Subjects include social and health policy, sociology and psychology, ethics and law, leadership and paramedic-practice-based learning. The theoretical study supports and informs your work-based learning, which includes supervised clinical experience with a paramedic practice educator.

### Year 3

Theoretical study continues for week-long periods throughout the year. Subjects include complex clinical sciences, advanced patient assessment and transition to practice. You must complete a project on healthcare practice. Theoretical study continues to support and inform your work-based learning during the periods of supervised clinical experience.

#### SUBJECT TO APPROVAL

The approval process ensures that courses meet the specific needs of participants. Please apply in the same way as for other programmes.



## STUDENT PROFILE

### Leigh Rath

**Subject: Paramedic Science (Avery Hill)**

Ever since I was a child, I've got butterflies in my stomach when I hear an emergency ambulance siren. The flashing blue lights and the sense of urgency have always gripped me with excitement. I knew that being a

paramedic was the career for me. The day I received the acceptance letter from the University of Greenwich was very surreal as I realised that it was possible to turn dreams into reality.

Many people think being a paramedic is just about driving an ambulance. They couldn't be more wrong. There are opportunities to work in many areas of the ambulance service, from teaching to working on a helicopter. With my background as a military dispatch rider, one of my goals is to work as a frontline motorcycle responder.

The military taught me a lot about myself, but, most importantly, I learned to strive for the best. That is why I chose Greenwich. This university is affiliated with one of the best trained and busiest ambulance services in the world, The London Ambulance Service NHS Trust. I knew I would receive training that was second to none. The education, skills and experience I have gained from the highly qualified lecturing staff, both at the university and the ambulance training centre at Bromley, have been outstanding.

The job satisfaction is immense. This career is not always about flashing blue lights and adrenaline; it is about being with everyday people in all walks of life who are just having a bad day. Sometimes, all they need is a smile or a helping hand, and the paramedic provides it.

As the class is small, you will get to know everybody extremely well and make some fantastic friendships. You'll also get the attention and support you will need to progress in this career. Attending this course has been the best decision I have ever made.

# Psychology

## BSc Hons Psychology

## BSc Hons Psychology with Counselling

**ATTENDANCE** 3 YRS F/T, maximum 6 YRS P/T **UCAS CODE** C800 A BSc/Psy (Psychology); C8B9 A BSc/PsyWC (Psychology with Counselling)

### Overview

Psychology seeks to understand mind and behaviour through experimentation, observation and measurement. This includes the study of perception, attention, memory and emotion in adults and children; socio-psychological processes that shape our relationships with each other and society; development of language, behaviour, personality and thought in children; biological processes that underpin behaviour; and causes and treatment of abnormal behaviour.

A degree in psychology offers many career paths. Graduates are attractive to employers because of the high level of numeracy and literacy attained during the degree. Career options include business, commerce, counselling, research, human resource management and social services. The degree is a springboard for Master's programmes and doctorates.

Three student prizes are awarded annually by the School's Department of Psychology & Counselling, as is an Undergraduate Award from the British Psychological Society (BPS).

Both degrees are accredited by the BPS as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of qualification of second class honours is achieved. This is the first step towards becoming a chartered psychologist.

### Entry requirements

You must have:

320 UCAS points

**INCLUDING** a minimum of two A-levels

**OR** a BTEC National Diploma or equivalent with an overall grade profile of DDM.

**PLUS** a minimum of three GCSEs at grade C or above, which must include English, mathematics and a science subject. (The School will normally accept Key Skills qualifications at either Level 2 or 3 in numeracy or communication instead of GCSEs in English and mathematics).

**OR**, as an alternative to the above entry requirements, an approved Access to Higher Education course in social sciences or social work (45 credits at Level 3 plus English and mathematics at Level 2 or 3).



## STUDENT PROFILE

### Aisha Gordon-Hiles

**Subject: Psychology with Counselling**

I studied psychology at college, and I wanted to further my knowledge and understanding with the BSc Hons Psychology with Counselling programme. I now have a solid understanding of the theoretical

aspects of psychology and how they are applied in society. I've also developed my critical thinking and maths skills by conducting research and statistical analysis.

My passion for helping people and understanding why we do things and behave as we do is fulfilled and challenged by the programme. I've examined various areas of contemporary psychology. I've also developed my understanding of counselling theories and practice.

There is a lot to take in and work to be done. However, this is well supported by interactive lectures and seminars. These are conducted by friendly and welcoming lecturers who are always prepared to help. The programme has opened up a wide variety of career opportunities, such as becoming an educational or occupational psychologist, a counsellor or prison therapist.

I have made some really good friends, both through the programme and by living on campus.

I'd recommend this degree to anyone who has a passion for understanding human behaviour, research or helping people. It has provided me with a great foundation for a career in these areas.

### Programme content

| Year 1 (Level 4)  | Credits |
|---|---------|
| Introduction to Psychology  | 30      |
| Research Methods in Psychology 1  | 30      |
| Academic and Personal Development   | 30      |
| Introduction to Applied Psychology  | 30      |
| <b>OR</b> one option course (BSc Hons Psychology only)  |         |
| <b>OR</b> Introduction to Counselling (BSc Hons Psychology with Counselling only)   |         |
| Year 2 (Level 5)  |         |
| Behavioural and Cognitive Neuroscience  | 30      |
| Research Methods in Psychology 2  | 30      |
| Individual Differences and Abnormal Psychology  | 30      |
| Developmental and Social Psychology   | 30      |
| Year 3 (Level 6)  |         |
| Independent Psychology Research Project   | 30      |
| Six 15-credit options (BSc Hons Psychology only)  | 90      |
| <b>OR</b> Advanced Counselling Theory, Counselling Skills and four 15-credit psychology options (BSc Hons Psychology with Counselling only) |         |

## Graduate Diploma in Psychology

**ATTENDANCE** 1 YR F/T, 2 YRS P/T

### Overview

This programme is for appropriately qualified individuals who wish to study the core areas of psychology. It may be of particular interest if you are a health and social care professional with some background in psychology at degree level.

The programme will give you a strong grounding in research methods. This component focuses on how psychological research is conducted, analysed and reported through a series of guided learning exercises, culminating in an independent research project.

The programme is accredited as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of qualification of second class honours is achieved. This is the first step towards becoming a chartered psychologist.

You will receive tutorial support throughout the programme.

### Entry requirements

You must have:

An honours degree (normally at 2.1 or above) without British Psychological Society accreditation. This must include at least 60 credits (or equivalent) of psychology.

Prospective applicants lacking sufficient psychology credits should contact the Department of Psychology & Counselling for information about the possibility of acquiring up to 60 credits through part-time study.

### Programme content

| Courses  | Credits |
|--|---------|
| Research Methods in Psychology 2 (Level 5)                 | 30      |
| Brain, Behaviour and Cognition (Level 5)                   | 30      |
| Individual Differences and Abnormal Psychology 3 (Level 6) | 30      |
| Social Psychology 3: Current Social Issues (Level 6)       | 15      |
| Developmental Psychology 3 (Level 6)                       | 15      |
| Psychology Project (Level 5)                               | 30      |



## MSc Research Methods in Psychology

**ATTENDANCE** 1 YR F/T, 2 YRS P/T

### Overview

This programme reflects the range of areas of expertise in teaching and research within the School's Department of Psychology & Counselling. The focus of the MSc is on current theory, research and practice in psychology. It is aimed at graduates who wish to develop their research skills and their understanding of current issues in psychology. It provides an excellent springboard for doctoral research or for further professional development in psychology.

The topics covered on the MSc address the application of psychological theory and research to contemporary issues. The MSc benefits from the range of skills of the experienced staff within the department. In addition, expert guest lecturers/practitioners give masterclasses in practical aspects of applied psychology, including clinical psychology, forensic psychology and occupational psychology. Further expert guest lectures are given on practical issues such as the dissemination of psychological findings (including dealing with the media and writing for publication).

### Entry requirements

You must have:

An honours degree in psychology (normally at 2.1 or above).



### STUDENT PROFILE

#### Penny Worlidge

**Subject: Applied Psychology Research Methods (to become Research Methods in Psychology, September 2012)**

As a mature student, I embarked on this MSc with slight trepidation as I had taken a study break after successfully completing my undergraduate degree. However, the lecturers fully understood my concerns and were supportive of my family commitments.

Fundamental to any MSc is the concept of independent study. The initial challenge of self-directed learning was eased by online support and regular e-mail contact with tutors. The university's library facilities and an extensive range of study materials complement the structure and content of individual courses. The small classes were an invaluable motivating force and an opportunity to share ideas and experiences. The programme has equipped me with essential transferable skills as well as a detailed knowledge of the application of psychology and research methods. More importantly, it will provide a springboard for my future study and employment in psychology and affiliated social sciences.



## Programme content

### Courses (all courses at Level 7) Credits

#### Full-time

##### Term 1

|  |    |
|--|----|
| Critical Analysis and Theoretical Issues in Psychology | 30 |
| Advanced Research Methods in Psychology                | 30 |

##### Terms 2 and 3

|                                |    |
|--------------------------------|----|
| Applied Psychology in Practice | 30 |
| Advanced Statistical Methods   | 30 |

##### Terms 1, 2 and 3 and summer

|                            |    |
|----------------------------|----|
| Applied Psychology Project | 60 |
|----------------------------|----|

#### Part-time

##### Year 1

##### Term 1

|  |    |
|--|----|
| Critical Analysis and Theoretical Issues in Psychology | 30 |
| Advanced Research Methods in Psychology                | 30 |

##### Terms 2 and 3

|                              |    |
|------------------------------|----|
| Advanced Statistical Methods | 30 |
|------------------------------|----|

##### Year 2

##### Terms 2 and 3

|                                |    |
|--------------------------------|----|
| Applied Psychology in Practice | 30 |
|--------------------------------|----|

##### Terms 1, 2 and 3 and summer

|                            |    |
|----------------------------|----|
| Applied Psychology Project | 60 |
|----------------------------|----|

## MSc Research (Psychology)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T

### Overview

This programme is aimed at graduates who would like to develop their research skills in psychology. It provides an excellent grounding for doctoral research in psychology. It also provides good training for working as a research assistant in psychology or for further professional training in psychology and related fields.

Two courses, Advanced Research Methods in Psychology and Advanced Statistical Methods, will enable you to further develop your research skills. You will acquire a knowledge of advanced methods of analysis using qualitative, quantitative and mixed methods approaches. These courses are shared with the existing MSc Research Methods in Psychology.

The Psychology Project is a key aspect of the MSc. It will enable you to draw on learning from the other courses within the programme, as well as your prior learning, so you can plan and carry out a substantial piece of original research in psychology. The project aims to be of the quality of a publishable piece of research.

As part of your assessment, you will also be required to produce a research poster, which you will present at a student conference. This will enable you to develop additional skills in the dissemination of research. When appropriate, you will also be encouraged to apply to present your work at psychological conferences. We envisage that this part of the programme may generate co-authored conference presentations and peer-reviewed articles.

### Entry requirements

You must have:

An honours degree in psychology (normally a 2.1 or above).

- If English is not your first language, you must be able to demonstrate advanced English language competence (an IELTS score of 6.5 or above or an equivalent rating in another recognised language testing system).

## Programme content

### Courses (all courses at Level 7) Credits

#### Full-time

##### Term 1

|   |    |
|---|----|
| Advanced Research Methods in Psychology | 30 |
|---|----|

##### Terms 2 and 3

|                              |    |
|------------------------------|----|
| Advanced Statistical Methods | 30 |
|------------------------------|----|

##### Terms 1, 2 and 3 and summer

|                    |     |
|--------------------|-----|
| Psychology Project | 120 |
|--------------------|-----|

#### Part-time

##### Year 1

##### Term 1

|   |    |
|---|----|
| Advanced Research Methods in Psychology | 30 |
|---|----|

##### Terms 2 and 3

|                              |    |
|------------------------------|----|
| Advanced Statistical Methods | 30 |
|------------------------------|----|

##### Year 2

##### Terms 1, 2 and 3 and summer

|                    |     |
|--------------------|-----|
| Psychology Project | 120 |
|--------------------|-----|



## Public health

### BSc Hons Public Health

**ATTENDANCE** 3 YRS F/T, 6 YRS P/T **UCAS CODE** B902 A BSc/PH

#### Overview

All over the world, health is now recognised to be about social, economic and cultural issues which take an equal place alongside medical technology, surgical intervention, hygiene and individual therapy.

The evidence is overwhelming that the greater influences in creating social exclusion are non-biological factors such as poverty, deprivation, crime and addiction.

The degree covers the physical environment, research and action, and addresses public health from the perspective of society as well as the individual. It offers a new, socially based approach to improving health.

This is a first degree with a big difference. Although qualified health professionals are welcome to apply, you do not have to, for example, a doctor or a nurse. You can come straight from

school. The programme is multidisciplinary, reflecting central government policies in public health, and offers site visits.

It is one of only three such programmes in the UK. The skills developed open up employment opportunities in the NHS, local government, the voluntary sector, regional, national and international bodies working on improving health, industries involved in food, transport, the environment and pollution, and the media.

#### Entry requirements

You should have:

240 UCAS points **FROM**

**EITHER** a minimum of two A-levels

**OR** AVCEs

**OR** a BTEC National Diploma at MMP

**OR** a Society, Health and Development Diploma.

**PLUS** three GCSEs at grade C or above (including English, English language, mathematics or a science subject) or equivalent qualifications.

**OR**, as an alternative to the above entry requirements, an Access to Higher Education Diploma with a minimum of 60 credits, 45 of which must be at Level 3 and the rest at Level 2 or 3, including English language and mathematics at Level 2.

- Mature students with alternative qualifications are considered on an individual basis.



#### STUDENT PROFILE

##### Benny Mukusha

**Subject: Public Health**

I am a full-time second-year student studying BSc Hons Public Health. The programme combines lectures and group discussions while leaving enough spare time for independent study. The lecturers encourage teamwork as public health emphasises

collaboration and partnership rather than blind competition. I am impressed by the scientific and evidence-based approach of the programme. I have learned about the preventive, protective and promotional role within public health and how the well-being of the environment, community and population is maintained.

I have learned that this discipline aims to improve the social determinants of health in order to improve the health of the population, which is a departure from the biomedical model. I have also covered epidemiology, health surveillance and the early warning systems for potential disease outbreaks in the population. This has made my programme of study really interesting and worthwhile.

I have made many friends at the university and have enjoyed the open green spaces around the campus. These have a serenity and beauty that is good for studying. A degree qualification in public health, because of the very wide nature of the subject, opens up opportunities in many sectors of human endeavour. Since starting the programme, I find myself feeling much more fulfilled as an individual. The future is full of meaning and purpose.



## Programme content

| Year 1 (Level 4)   | Credits |
|--|---------|
| Academic Skills for Health and Social Care                                       | 15      |
| Encounters with Public Health  | 15      |
| Environment and Health   | 15      |
| Introduction to Health and Social Policy   | 15      |
| Introduction to Health Promotion   | 15      |
| Introduction to the Concepts of Health   | 15      |
| Public Health 1  | 15      |
| Understanding Quantitative Health Data 1   | 15      |
| <b>Year 2 (Level 5)</b>  |         |
| Analysis of Health Needs   | 15      |
| Health Economics and Policy  | 15      |
| Health Promotion   | 15      |
| Introduction to Research Process   | 15      |
| Poverty, Inequality and Social Exclusion   | 15      |
| Understanding Quantitative Health Data 2   | 15      |
| One or two options from:   | 30      |
| Academic Preparation (15)  |         |
| Applied Health Care Ethics (15)  |         |
| Contemporary Issues in Intellectual Disabilities (30)                            |         |
| Introduction to Reproductive Sexual Health (15)                                  |         |
| Healthy Nutrition (15)   |         |
| Life and Health: Bio-Psycho-Social Perspectives (30)                             |         |
| Psychological Aspects of Health (30)   |         |
| <b>Year 3 (Level 6 unless otherwise stated)</b>                                  |         |
| Project  | 30      |
| Global Context for Public Health   | 15      |
| Understanding Management in Health and Social Care                               | 15      |
| Understanding Organisational Behaviour in Health and Social Care                 | 15      |
| Two or three options from a range including:                                     | 45      |
| Child Protection Law (15)  |         |
| Contemporary Parenting (15)  |         |
| Cultural Competence in Health and Social Care (15)                               |         |
| Current and International Issues in Intellectual Disability (30)                 |         |
| Current Issues in Intellectual Disabilities (15)                                 |         |
| Current Issues in HIV and AIDS (30)  |         |
| Domestic Abuse (15)  |         |
| European Health and Social Care (15)   |         |
| Health and Social Care Ethics (15)   |         |
| Health Policy and Organisation (15)  |         |
| Health Promotion (Level 5) (15)  |         |
| Health Promotion (Level 6) (15)  |         |
| Keeping Children Safe from Harm (15)   |         |
| Managing Social Enterprise in Health and Social Care: Concepts for Practice (15) |         |
| Managing Social Enterprise in Health and Social Care (15)                        |         |
| Mentor Development (15)  |         |
| Partnership and Collaboration of Child Development (15)                          |         |
| Preparation for Employment (15)  |         |
| Promoting Sexual Health (15)   |         |
| Safeguarding the Welfare of Children and Young People (30)                       |         |
| Social Enterprise in Health and Social Care (15)                                 |         |
| Stress and Burn Out: Managing Change (15)  |         |
| Theoretical and Social Perspectives of Children and Young People (30)            |         |

## Social care/social work

### BA Hons Social Care (Top-up)

**ATTENDANCE** 1 YR F/T, 2 YRS P/T **UCAS CODE** L501 A BA/SCSWS1

#### Overview

This programme is designed for professionals from a social care, housing, health or nursing background who already have a qualification at diploma level and who wish to obtain a degree. All students start the programme at Level 6 (equivalent to the third year of a degree). The programme provides 120 academic credits.

The programme would be particularly useful if you require a degree for career progression, especially if you are working or planning to work in community settings. The aim of the programme is for students to integrate theory and practice in their studies. The approach to study is based on sharing inter-professional learning.

The programme comprises both core and option courses. Most options are open to all students, regardless of practice background, but some require specific practitioner experience. Some involve assessed practice; others are purely academic.

You will be required to take part in 180 hours of social care work during your studies (for example, your usual paid work or voluntary work experience). This will help you prepare for degree-level studies.



In preparation for the degree, we recommend that prospective students attend the Level 2 courses offered at the Summer University in July and September. Places must be booked with the Summer University office in advance. For details, see the university website from May onwards.

## Entry requirements

You should have:

240 academic credits

**OF WHICH** 90 must be at Level 5

**FROM**

**EITHER** a foundation degree in health, social care or a related subject

**OR** HND Care

**OR** DipHE in nursing or midwifery

**OR** DipHE in youth and community work.

- You must be able to undertake 180 hours of work experience during the period of study.

**Note:** this degree does NOT enable you to qualify as a professional social worker. If you wish to do so, you should apply for the BA Hons Social Work offered at this university.

## Programme content

| Courses  | Credit |
|--|--------|
| Contemporary Issues in Social Care   | 30     |
| Professional Development in Social Care  | 30     |
| Project (7,000-word critical review of research on a chosen social care topic) | 30     |
| One option from a range covering the following subject areas:                  | 30     |
| Safeguarding the welfare of children and young people                          |        |
| Domestic abuse   |        |
| Child and adolescent mental health   |        |
| HIV/AIDS and sexual health skills  |        |
| Mental health  |        |
| Learning disabilities  |        |
| Older people   |        |
| Research methods   |        |
| Management in health and social care   |        |
| Advanced practice portfolio  |        |
| Flexible learning in social care – independent study on a chosen topic         |        |

## BA Hons Social Work

**ATTENDANCE** 3 YRS F/T, 4 YRS P/T **UCAS CODE** L500 A BA/SW

### Overview

This programme leads to the nationally recognised qualification in social work and registration with the General Social Care Council (GSCC)\* as a social worker. To study the programme part-time over four years, you must be sponsored and funded by your employer.

On completion, you will be registered with the GSCC and will be qualified to work in the full range of social work and social care organisations in the statutory, voluntary and independent sectors.

Social workers work with a range of client groups, providing services to protect, support and empower people. The BA Hons Social Work programme aims to give you the necessary knowledge, skills and values for the profession.

People who use social services do so for various reasons, such as the need for family support, including child or adult protection, and needs associated with disability or mental health problems. Needs include vulnerability associated with issues such as growing older, experience of HIV and AIDS, drug and alcohol concerns and asylum seeking.

Social workers need to respond to a diversity of situations and are required to liaise closely with other professionals, including doctors, nurses and health visitors.

They often have to carry out joint assessments and co-ordinate packages of services for the client group. They work in partnership with people to help them manage changes in their lives and maintain or develop their independence. A key aim of the social worker is to involve service users in their own care and support.

Social work can involve challenge and conflict, as the process of co-ordinating and managing care brings many tensions and dilemmas, not least because many service users have experienced discrimination and poverty.

The degree includes 200 days of supervised placements.

If you are already a qualified social worker, please see our CPD prospectus for details of our specialist social work programme. A PDF copy is available at [www.gre.ac.uk/health](http://www.gre.ac.uk/health).

## Entry requirements

You must have:

GCSE grade C or equivalent in English and mathematics. This is a GSCC requirement and can be met through successful completion of an approved Access to Higher Education Diploma.

- You must also have experience of caring in a personal, working or voluntary capacity. During the selection process, you must demonstrate an ability to reflect critically on this experience and on your own learning.
- You must be clear about your commitment to professional social work and to core social work values. You need to demonstrate awareness of current issues in social work and social care. Reference to experience must be clearly demonstrated on your application form.
- You must be able to provide a satisfactory employer reference if offered a place.
- Criminal Records Bureau disclosure and an occupational health assessment apply.
- You should be eligible for a bursary from the General Social Care Council. Please see the website, [www.ppa.org.uk/swb](http://www.ppa.org.uk/swb).

\* In 2012, the GSCC's functions will be transferred to the Health Professions Council.

## Programme content

| Year 1   | Credits |
|--|---------|
| Academic Skills                                      | 15      |
| Psychology for Social Work Practice                  | 15      |
| Social Work Skills 1 (including a 30-day placement)  | 30      |
| Sociology and Social Policy for Social Work Practice | 30      |
| Values for Professional Social Work Practice         | 30      |

| Year 2  | Credits |
|---|---------|
| Advocacy, Rights and Partnership                    | 15      |
| Appraisal of Evidence for Professional Practice     | 15      |
| Law and Policy for Social Work Practice             | 30      |
| Social Work Skills 2 (including a 70-day placement) | 30      |
| Social Work Theories, Methods and Approaches        | 30      |

| Year 3   | Credits |
|--|---------|
| Personal and Professional Development for Social Work Practice                   | 15      |
| Politics and Power in Professional Social Work Practice                          | 15      |
| Project for Professional Practice (major literature review relating to practice) | 30      |
| Risk and Complexity in Social Work   | 30      |
| Social Work Skills 3 (including a 100-day placement)                             | 30      |

## PGDip/MA Social Work

**ATTENDANCE** 2 YRS F/T, 3 YRS P/T (PGDip); 24 MTHS F/T, 36 MTHS P/T (MA)

### Overview

This programme is for graduates and leads to the nationally recognised qualification in social work and registration with the General Social Care Council (GSCC)\* as a social worker. On completion, you will be eligible to apply to register with the GSCC and will be qualified to work in the full range of social work and social care organisations in the statutory, voluntary and independent sectors.

Through this programme, you will acquire knowledge, skills and understanding of social work at postgraduate level and apply these through 200 days of supervised practice placements. As part of a placement, you will work with and support families and individuals who have challenging and complex needs.

As a key theme, the programme will develop and enhance your ability to analyse critically the values that underpin social work, such as social justice, equality and fairness. Additionally, you will develop an understanding of social policy, current social work legislation and practice skills. The aim is to develop critically reflective practitioners who can demonstrate excellent communication skills, creativity and emotional resilience and who are able to deal with the complexities and challenges of social work.

You will initially register for the PGDip programme and either progress to the full MA in Year 2 or continue with the PGDip. Undertaking the MA will involve completing a further 60-credit Master's dissertation in Year 2.

\* In 2012, the GSCC's functions will be transferred to the Health Professions Council.

## Entry requirements

You must have:

An honours degree (normally a First or 2.1), preferably in social sciences

**AND** a minimum of one year's full-time experience or equivalent in an activity related to social work (either paid or voluntary).

**PLUS** GCSE English and mathematics at grade C or equivalent.

- If you have a high 2.2 degree, your application may be considered. Your grade should be evidenced on your application form. To be considered for a place, you must be eligible for a GSCC bursary.

- To demonstrate relevant experience, you must obtain a reference from your manager or volunteer co-ordinator.

- Criminal Records Bureau disclosure and an occupational health assessment apply.

## Programme content

| Year 1  | Credits |
|---|---------|
| Human Growth and Development for Social Work  | 20      |
| Law and Policy for Social Work  | 20      |
| Skills, Methods and Models of Social Work Practice (including an extended period of 80 days' practice learning) | 20      |
| Social Theories for Professional Practice   | 20      |

| Year 2  | Credits |
|---|---------|
| Research-Minded Evidence-Based Practice   | 10      |
| Power, Politics and Change in Social Work   | 10      |
| Transition towards Professional Social Work Practice  | 10      |
| Working with Complexity in Social Work Practice (including an extended period of 120 days' practice learning) | 20      |
| Research Project (MA students only)   | 60      |



## Speech and language therapy

### PGDip Speech and Language Therapy

(taught at the Medway Campus)

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**ATTENDANCE** 2 YRS F/T

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#### Overview

This programme, offered by the University of Greenwich and Canterbury Christ Church University, is practice centred and will provide you with a detailed understanding of the changes and difficulties that can arise for individuals seeking the help of a speech and language therapist.

Therapists work in a range of settings across health, education and social care, including hospitals and outpatient departments, mainstream and special schools, day centres and clients' homes. Practice placements give experience of a number of these settings.

On completion of the programme, you will be eligible to register as a speech and language therapist with the Health Professions

Council. For information, please log on to [www.hpc-uk.org](http://www.hpc-uk.org) (Health Professions Council) or [www.rcslt.org](http://www.rcslt.org) (Royal College of Speech and Language Therapists).

The next programme begins on 9 January 2012. Criminal Records Bureau disclosure and occupational health assessment apply.

#### Entry requirements

You must have:

An honours degree (normally at 2.1 or above), preferably in a related subject area such as education, health care or psychology.

- It is preferable that you have experience of paid or voluntary work in education, health or social care.

#### Programme content

We are currently revising the programme content and, at the time of going to press, details are not confirmed. However, the programme will comprise six 20-credit courses covering orientation, developmental communication disorders, biological sciences, acquired communication disorders, psychological sciences and human development, and professional development. Further details will be available in October 2011.



#### STUDENT PROFILE

##### Clare Bradfield

**Subject: Speech and Language Therapy**

Starting the postgraduate diploma was a big challenge for me; I had been out of education for quite a while and was changing career from a completely different field. However, the lecturers are incredibly supportive

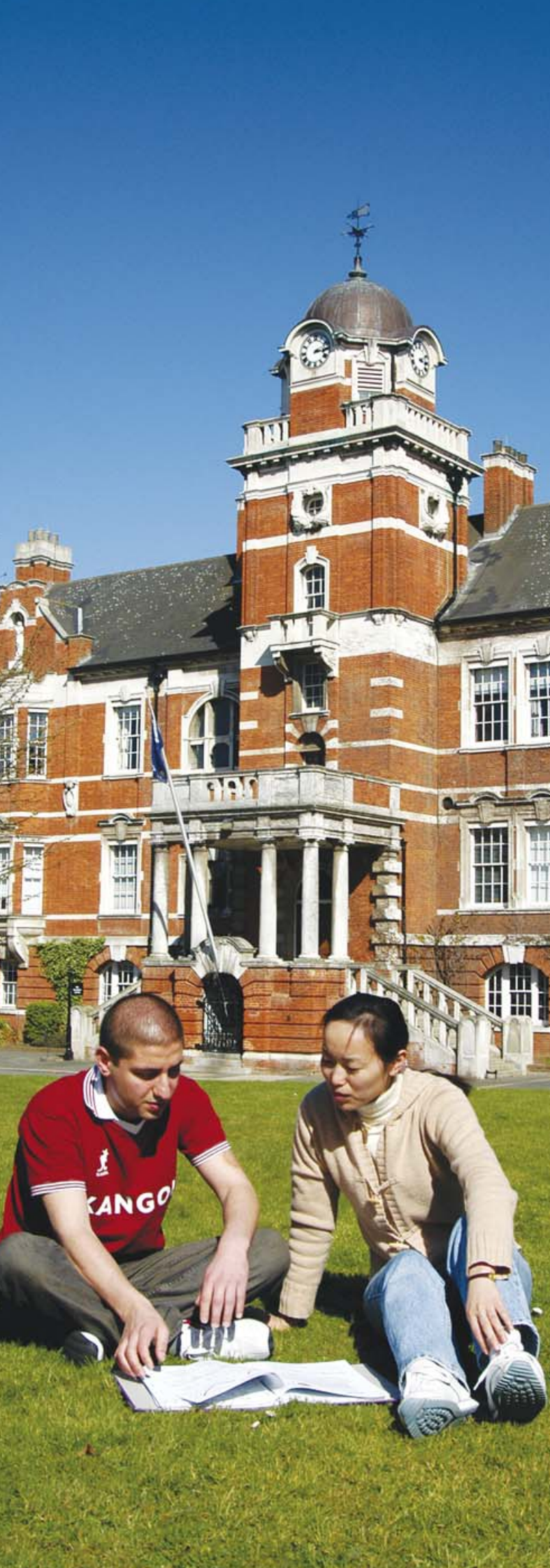
and approachable, and the programme is designed to ease you gently back into study.

The pace soon steps up, though – a third of the way through my first year, I have already been out on placement. It was great to be able to observe real clients and therapists. The theory I had been learning really fell into place as I related it to real situations.

The depth and breadth of the programme content can seem daunting – but it was this variety that drew me to the subject from the beginning. Besides, new subjects are introduced in stages, so you don't have to take it all in at once.

The element of the programme that has affected me the most is learning to critically reflect on my own actions and experiences. I've gained a new-found self-awareness that has helped me to plan how to improve my practice in the future. It is something that I will use toward life-long learning both professionally and personally.





## Disclaimer

This prospectus was printed in September 2011. It contains information on full-time undergraduate programmes within the School of Health & Social Care. The university has made every effort to ensure that the information provided is both helpful to prospective candidates and accurate at the time of its publication.

Some circumstances, such as staff changes or resource limitations, may result in the university having to withdraw or change aspects of the programmes in this prospectus, including course content, staffing, the location where a course is taught and the facilities provided to deliver the programme.

Prospective candidates should note that, in the event of such circumstances occurring, the university cannot accept liability for any claims for costs or damages made by a student resulting from any change to, or withdrawal of, programmes that she/he had intended to study.

## Credits

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Image left: Pembroke Building on the Medway Campus.



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