Programme Specification

Programme Title and Name of Award	FdSc Health and Social Care
Professional Qualifications / Accreditation	None

Academic Level	Level 5	**Total Credits**	240
UCAS Code	L512	**JACS Code**	B300

Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.

Applicants must have successfully gained a minimum of 48 UCAS points*

- Academic requirements*:
  - o A minimum of 2 A Levels
  - o BTEC National Extended Diploma/Diploma
  - o Access to Higher Education Diploma
  - o Level 3 NVQ

    *Other qualifications or relevant life/work experience may also be considered.

- Successful interview, supported by personal statement and portfolio, and suitable reference.

- All applicants will additionally require GCSE English at Grade C or equivalent. Mathematics at GCSE Grade C will also be desirable.

- Non-native English speakers or those who have not studied the final two years of school in English must be able to demonstrate a capability in English at a standard commensurate with IELTS 6.0, with a minimum of 5.5 being awarded on individual sections.

Detailed criteria for admission to this programme can be found on the programme webpage: https://www.southport.ac.uk |
Teaching Institution	Southport College
Owning Department	Nursing, Health and Professional Practice
Programme delivered in	University of Cumbria

conjunction with	
Principal Mode of Delivery	Face to Face and Blended learning
Pattern of Delivery	Full time and Part time (infill)
Delivery Site(s)	Southport College.
Programme Length	Full time 2 years standard, 6 years maximum; Part time 3/4 years standard, 6 years maximum
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. CertHE Health and Social Care (120 credits)

Programme Features
A Foundation Degree programme in Health and Social Care offers learners the opportunity to achieve a nationally recognised qualification that offers both career progression and professional development for those already in employment in the Health and Social Care sectors and those learners that are looking for future employment and careers in the sectors.

This Foundation Degree work-related programme of study is designed to cover the key knowledge, understanding and practical skills required in the health and social care sectors. The programme facilitates opportunities for learners to apply their knowledge and practical skills in the workplace; full-time learners have the opportunity to do this through formal voluntary work placements or part-time employment experience.

Employment /Work experience or voluntary placements are not mandatory for the programme but current vocational experience whilst studying on the programme is highly recommended. As a learner on this programme that maybe employed, or undertaking a voluntary placement within a related health and social care setting, a local induction with details of key information, contacts and services available within the College will be provided for you and the setting. The College is aware of its responsibility to maximise industry related opportunities and to review the suitability of the setting for both the student and the employer/ placement provider.

Learners registered for the programme will be encouraged to seek out and undertake voluntary work in statutory, voluntary and community organisations related to and supporting the Health and Social Care sector. This is a situated learning experience to gain an understanding of the agencies involved in the Health and Social Care sector and identifies potential future employment opportunities. This learning experience seeks to enhance skills, to develop and practice personal and professional values, ethics, standards and boundaries. The knowledge gained during a situated learning experience may be used to inform and enhance student's contribution in class debates/ discussions and inform written work.

This programme is designed to equip learners with academic, research, analytical and problem solving skills ideally suited for a range of careers and career progression in the Health and Social Care sectors, focussing on moving up to a supervisory or management position. |

The College has established strong employer links within the regions Health and Social Care sectors, there has been active employer engagement throughout the development of the programme and the employer consultation will continue to enhance the content and delivery of the programme.

Learners can engage with a diverse range of opportunities within the field, as a direct result of the voluntary placement element of the programme. This allows learners to inform their practices, in the context of the health and social care sectors. The curriculum is made up of staff members with significant sector experience, ensuring currency and contextualisation of the sector needs, whilst informing the curriculum. The currency of the scholarly activity of staff members is relevant to the fields of study.

Part time students will study alongside full time students on an infill basis. In such cases, an individualised programme delivery structure, programme duration, and timetable will be agreed between the student and the programme leader.

As a Further Education (FE) College our HE students will benefit from a condensed timetable thereby delivering the curriculum over two days and small class sizes affording higher tutor contact and reduced tuition fees.

On successful completion of the FdSc Health and Social Care you will be eligible to progress onto the BSc (Hons) Health and Social Care top-up being offered here at Southport College or relevant top up programme being offered by HEIs.

Aims of the Programme

The overall aims of the Programme are:

1. To equip learners with underpinning knowledge, understanding and skills for success in employment in the health and/or social care sector at a supervisory or management level

2. To explore individual vocations and professions in which learners are working or in which they intend to seek employment in the health and/or social care sector

3. To develop the ability of learners to contribute to the health and social care environment through effective use and combination of the knowledge and skills gained in different parts of the programme

4. To develop skills and techniques, and personal qualities and attitudes essential for successful performance in working life and thereby enable learners to make an immediate contribution to employment

5. To develop transferable skills and knowledge which will enable learners to meet changing circumstances, whether moving within their own area of employment or adapting to general changes in the provision or environment of health and social care

6. To prepare learners to progress to further professional development of higher-level skills through to future study or career advancement

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's

provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.

- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.

- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.

- Accept responsibility for determining and achieving personal outcomes.

- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. a comprehensive knowledge base as outlined in the relevant subject areas that inform health and physical and mental well-being (H)

K2. a comprehensive grasp of the scope and breadth of the subject (H)

K3. an informed understanding of the role played by health promotion in the development of autonomous life choices (H)

K4. an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being (H)

K5. the appreciation of using an integrated approach to an analysis of health and health issues. (H)

K6. the ability to use research and enquiry techniques with reflective awareness, to collect, analyse and interpret relevant information (SW)

After 240 credits of study (FdSc) you will be able to demonstrate:

K7. the ability to use knowledge of the multidisciplinary nature of Health Studies to analyse health and health issues at personal, national and global levels (H)

K8. the ability to use research findings in a critical and evaluative way to demonstrate the development of Health Studies as a subject discipline (H)

K9. a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them (H)

K10. the ability to critically evaluate the role of the individual and of institutions in affecting health status (H)

K11. the ability to apply an appropriate critical framework to use and evaluate research in Health Studies (H)

K12. the ability to apply effective communication skills in a variety of forms and for a range of audiences (FD)

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. the ability to deploy accurately established techniques of analysis and enquiry within the subject (H)

S2. the ability to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the subject (H)

S3. the use of information and communications technology to enhance digital capability in a variety of contexts (H)

S4. the exercise of initiative and personal responsibility (H)

S5. the ability to communicate effectively with service users and carers, and with other professionals (SW)

After 240 credits of study (FdSc) you will be able to demonstrate:

S6. the ability to manage their own learning, and to make use of scholarly reviews and primary sources appropriate to the subject. (H)

S7. the learning ability needed to undertake appropriate further training of a professional or equivalent nature (H)

S8. the ability to respond appropriately to equal opportunities and diversity issues in context. (H)

S9. the ability to integrate clear understanding of ethical issues and relevant codes or standards of ethics, conduct and practice with their interventions in specific situations (SW)

S10. the ability to evaluate critically the appropriateness of different approaches to solving problems and apply these in a work context (FD)

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The following three documents have been consulted and applied to the programme outcomes;

1. Subject Benchmark Statement: Health Studies: (H)
   http://www.qaa.ac.uk/en/Publications/Documents/SBS-Health-Studies-16.pdf

2. Subject Benchmark Statement: Social Work: (SW)
   http://www.qaa.ac.uk/en/Publications/Documents/SBS-Social-Work-16.pdf

3. Foundation Degree Characteristic Statements: (FD)

http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf

The following two documents have been consulted when compiling and writing the module descriptors;

1. The Care Certificate Mapping Document. http://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/The-Care-Certificate-Mapping.pdf

2. The Skills for Care National Occupational Standards http://www.skillsforcare.org.uk/Standards-legislation/National-Occupational-Standards/National-Occupational-Standards.aspx

The Southport College policies and procedures are also applicable to this programme. Learners are advised to consult College policy via this link Wider Information Set. Southport College learners are subject to Southport College Policy and Procedure in the first instance, if subsequently dissatisfied Leaners can then consult the University of Cumbria's Policies and Procedures.

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

Teaching and learning methods are aligned to programme outcomes and support learners in becoming problem solvers, critical thinkers, independent enquirers and effective communicators. HE lecturers engage in a range of scholarly activities and ensure that appropriate links are made between theory and practice. Lecturers develop relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector, through the delivery of relevant vocational scenarios.

The development of learners' independent learning skills is promoted through self-directed study, which may include reflective journals, blogs and personal development records, facilitated by full access to the Virtual Learning Environment and the University Centre. We use our employer network to provide practical insight into our curriculum to complement the rigorous academic thinking that characterises foundation degree level study. For further information please read College Strategic Plan Booklet 2016-2019.

Prior to formal assessment methods, learners will take part in a range of activities and tasks, in order to support their preparation for final assessments. Verbal and written feedback will be provided by tutors to support learners' development to support learners so they may strive to reach their potential.

Formative assessment methods are varied and relevant to vocational practice. Knowledge and understanding are tested though essays, research reports, debate speeches, poster presentations, group and individual presentations of, for example, group research projects, seminar papers, theoretical analysis of case studies, reflective logs, dissertation, formal examinations.

The assessment of the foundation degree qualification is learning outcome based and learners' evidence is assessed against the relevant published learning outcomes. The purpose of the assessment is to ensure that effective learning of the content of each module has taken place. Evidence of this learning, or the application of the learning, is required for each module. The assessment of the evidence relates directly to the learning outcomes for each module set out in the module descriptor. Further information is available in the Southport College Higher Education Assessment Policy which can be viewed here Wider Information Set.

Learners will also be asked to work in small groups which encourage collaborative learning.

We will motivate learners through your learning and engagement in the following ways:

(a) We will balance out the assessment calendar the best we can so that you (and your tutors) to reduce the stress of multiple submission during the same timeframe.

(b) Through learners' engagement they will have the ability to make informed judgements in relation to their own work; by engaging with any and all opportunities to evaluate their

experience as a learner.

(c) We will provide learners with timely effective feedback and feed forward i.e. looking ahead to the next assignment.

The Southport College model of teaching and learning is based on the active purposeful engagement of learners. It encourages the development of independent learners whom are able to take responsibility and ownership for their learning. The challenge is to achieve consistency whilst addressing the needs of individual learners and developing their aspirations and potential. In meeting this challenge the emphasis must be on ensuring that as far as possible learners become independent learners in all situations. For further information please see Model for Learning

Student Support

Learners' primary source of advice and support is through their curriculum leader and their Personal Tutor (PT). All students are allocated a Personal Tutor on enrolment. Tutorials are held at regular intervals. The role of the PT is as follows:

- To give pastoral support and to monitor academic, professional and personal progress.

- To provide the main identifiable base for students throughout their period of study

- To provide for the dissemination of information and advice which ensures students gain maximum benefit from the resources of the College available to them.

- To secure and maintain close links between students, programme leaders and the centralised student services provision

- To provide academic counselling specific to the needs of individual students in identifying and advising on appropriate pathways

The College has a commitment to, and history of, supporting learners with specific needs. Learners with specific needs are fully included in the learning process mechanisms and through support from the College Learning Support team Learning Support in Higher Education. A range of facilities is available to support learners with educational needs and/or disabilities. These learners are supported on an individual basis. In order to ensure that all learners have reasonable access to all the learning opportunities on offer and ensure fair assessment, adjustments may be made to the teaching styles and assessment practices.

An Annual Transitions Day will take place during the last week of June. The event is designed to support learners as they transition from level 3 and through levels 4, 5 and 6. The event is targeted on learners needs and in response to previous student's feedback. The event will comprise of workshops on study skills relevant to the level the learners is about to study, introduction to and updates on current resources, technology and support available.

Learners on this course have access to Library, media facilities and IT facilities that are available on the College site and learners are able to access library resources and course information via the Virtual Learning Environment. Enabling learners to study independently via the VLE (Moodle). The dedicated University Centre provides open access to PCs, study skills support and a well-stocked library with up to date health and social care books, and journals, DVDs and E-library resources.

Library and Student Guidance

Library and Student Guidance Services offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that learners want to get the most out of their programme, make the best use of their time and find or continue in the career they have always aspired to. Access college support and facilities easily and

quickly via our Guidance and Support link.

As a Higher Education student learning support is funded via the Disabled Students Allowance (DSA) for further information click here; Learning Support in Higher Education.

Learners can access a suite of online self-help resources accessible 24/7 via the college's website and VLE site, Moodle. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with Library advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, e-books and electronic journal titles will, in most cases, be prioritised. Learners can access a wide range of great electronic and print content and they can find out more about key texts and journals for your subject by accessing the library via this link: Library Learning Centre.

We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you have always aspired to.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
4	HLLF4012	Personal Development and Study Skills	20	Compulsory	K2, K6, S1, S2, S3, S4, S5
4	HLLF4013	Sociological Concepts	20	Compulsory	K1, K2, K3, K4, K6, S1, S2, S3, S4
4	HLLF4014	Contexts of Contemporary Health and Social Care Sectors	20	Compulsory	K1, K2, K4, K6, S1, S2, S3, S4 and S5
4	HLLF4015	Values and Principles of Health and Social Care	20	Compulsory	K1, K2, K3, K4, K6, S1, S2, S3, S4 and S5
4	HLLF4016	Communication and Multi Agency Working	20	Compulsory	K1, K2, K3, K4, K6, S1, S2, S3, S4 and S5
4	HLLF4017	Personalisation in Health and Social Care	20	Compulsory	K1, K2, K3, K4, K6, S1, S2, S3, S4 and S5
5	HLLF5014	Psychology for Health and Social Care	20	Compulsory	K9, K10, K11, K12, S6, S7, S8, S9 and S10
5	HLLF5015	Research Methods and Application	20	Compulsory	K7, K8, K9, K10, K11, K12, S6, S7, S8, S9 and S10
5	HLLF5016	Applied Anatomy and Physiology	20	Compulsory	K8, K9, K11, K12, S6, S8, S9 and S10
5	HLLF5020	Lifespan Development and Mental Health	20	Compulsory	K7, K8, K9, K10, K11, K12, S6, S7, S8, S9 and S10
5	HLLF5022	The Principles and Implementation of the Duty of Care	20	Compulsory	K7, K8, K9, K10, K11, K12, S6, S7, S8, S9 and S10

5	HLLF5023	Fundamentals of Advocacy	20	Compulsory	K7, K8, K9, K10, K11, K12, S6, S7, S8, S9 and S10

Notes
This programme operates in accordance with the University of Cumbria's Academic Regulations and Academic Procedures and Processes:-   http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf   Module pass mark: 40% (Undergraduate)   Section G for guidance on progression and the carrying of fails.

* **Key to Module Statuses**	
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (if the award permits)

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** Autumn Semester / Spring Semester	**Method(s) of Assessment**	**Approximate Assessment Deadline**
HLLF4012	Personal Development and Study Skills	Year Long	Portfolio 100%	May
HLLF4014	Contexts of Contemporary Health and Social Care Sectors	Autumn Semester	Report 100%	January
HLLF4017	Personalisation in Health and Social Care	Autumn Semester	Written assignment 100%	January
HLLF4015	Values and Principles of Health and Social Care	Spring Semester	Oral assessment/presentation 100%	May
HLLF4013	Sociological Concepts	Spring Semester	Written assignment 100%	May
HLLF4016	Communication and Multi Agency Working	Spring Semester	Report 100%	May
Students exiting at this point with 120 credits would receive a CertHE Health and Social Care				
HLLF5014	Psychology for Health and Social Care	Autumn Semester	Written assignment 100%	January
HLLF5016	Applied Anatomy and Physiology	Autumn Semester	Written exam 100%	January
HLLF5020	Lifespan Development and Mental Health	Autumn Semester	Project work 100%	January
HLLF5023	Fundamentals of Advocacy	Spring Semester	Written assignment 100%	May
HLLF5022	The Principles and Implementation of the Duty of Care	Spring Semester	Written assignment 100%	May
HLLF5015	Research Methods and Application	Spring Semester	Written assignment 100%	May

Students exiting at this point with 240 credits would receive a FdSc Health and Social Care

Please note;

Part time students will study alongside full time students on an infill basis. In such cases, an individualised programme delivery structure, programme duration, and timetable will be agreed between the student and the programme leader.

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Revalidation • Annual Evaluatory Reports • Peer Review Learning Walks • External Examiner Reports • Southport College Higher Education Quality Improvement Group • University of Cumbria Learning, Quality, and Student Outcomes Committee • University of Cumbria Annual Partnership Review
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.	• Student Focus Groups • Student Council • Student Governor • Module Evaluation Forms • Programme Evaluation: National Student Survey, Start of and End of Year Surveys. • Module/Programme/Personal tutorials

Date of Programme Specification Production:	22.03.2017
Date Programme Specification was last updated:	24.04.2017
For further information about this programme, refer to the programme page on the College website **https://www.southport.ac.uk**	