

Cardinal Newman College Course Handbook

Foundation Degree in Health and Social Care September 2020

Course Leader
Kathy Salisbury MA, BSc (Hons) Nursing Studies.

Integral to School of Community Health and Midwifery UCLAN.



Please read this Handbook in conjunction with the Student Handbook.

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1. Welcome to Cardinal Newman College.

We are delighted that you have chosen Cardinal Newman College to further your education, beyond Level 3 to study this Foundation Degree in Health and Social Care delivered in partnership with University of Central Lancashire.

Cardinal Newman College is an Ofsted Grade One Outstanding non-selective Catholic Sixth Form College in the centre of Preston and an attractive option for students because of its distinctive ethos, its reputation for outstanding levels of achievement and the excellent support offered to students. The College is consistently ranked in the top 1% of Colleges nationally, for its level 3 results.

Although renowned for our 16-19 provision we also have an established suite of higher education courses and are committed to our HE Provision. In the 2017 National Student Survey our University Courses achieved the highest possible score of 100% student satisfaction in the quality of the courses studied this included that our teaching staff were good at explaining things and that students felt intellectually stimulated and challenged to achieve their best work. This annual survey is published by the Higher Education Funding Council for England and was completed by more than 300,000 higher education students.

We are determined that our University students have a HE learning experience and have many strategies in place to promote this. As UCLAN is so geographically close to college we will be able to maximise all opportunities for you to feel part of University of Central Lancashire.

From the college website, www.cardinalnewman.ac.uk you will find our Moodle, where Learning and Teaching resources are found alongside meeting minutes and action plans, regulations, policies and procedures relating to your Foundation Degree with links to University of Central Lancashire.

We have robust quality assurance processes central to which is student's voice which is really important to us. Throughout your course we will seek your feedback regularly and respond timely to your views.

On behalf of the HE Health and Social Care team, I welcome you and wish you every success on your Foundation Degree.

Kathy Salisbury
Assistant Principal HE
Cardinal Newman College

2. Welcome from the course leader at University of Central Lancashire.

Welcome to the Foundation Degree in Health and Social Care. This course is delivered at the University of Central Lancashire by the School of Community Health and Midwifery and at partner colleges throughout the region. The School Community Health and Midwifery has developed the Foundation Degree in Health and Social Care in response to the needs of Health and Social Care providers in the voluntary, private and public sectors. We aim to enhance your training and qualifications to meet the current service quality and performance agendas. The course will be relevant to you if you are working or intending to work with individuals, families, groups or communities in residential and community-based health and related settings. The course is aimed at meeting the skills required by the health and care sector, which is an important and growing sector of the economy.

This course is aimed at developing and enhancing your knowledge of health and social care theory and practice. The curriculum is underpinned by a range of care models, which focus on health and social care related activities. The emphasis is placed on developing your skills and knowledge to allow you to become a valued member of any multi-professional team enabling patients to fulfil their potential within a range of health and social care settings. While on the programme, you will be encouraged to take an evidence-based approach and to adopt a broad and critical stance in relation to health issues and inequalities. You are also challenged to recognise the holistic needs of patients you work with and critically evaluate the effect of social, political, economic and cultural influences, to integrate theory and practice, and to share and accept differing approaches.

You should make the most of teaching sessions by attending and participating. It is also important that you manage your time effectively and meet deadlines. At the beginning of the course you will be allocated an academic advisor and an initial meeting will be arranged to discuss career development goals and set clear aims in relation to what you want to achieve from the course. You should use the support, guidance and feedback provided by staff to help to monitor and improve your performance.

This Handbook contains information about the aims and structure of Foundation Degree in Health and Social Care. It tells you what you need to do to progress within the course and what you can do when you have been successful. It includes information about the modules you will be taking, about the teaching, learning and assessment approaches and what is expected of you. The information provided will be useful at various stages in your course of study. You may be undertaking the course on a part-time or on a full-time basis. Whatever mode or location of study you are following, we are all committed to making your study enjoyable and productive. We will provide a learning environment in which you can develop the understanding and skills you need to meet your current and future goals.

Once again, the course team would like to welcome you and we hope the course meets your expectations and helps you achieve your goals.

Chris Smith
Course Leader
UCLAN

Rationale, aims and learning outcomes of the course

The Foundation Degree in Health and Social Care has been developed to provide you with the knowledge and skills required for potentially working at an advanced support level within Health and Social Care services. These services could be situated within the public, private or voluntary sectors. The programme includes a range of academic and work-based modules designed to develop the skills and knowledge required to work in the Health and Social Care environments

The University of Central Lancashire's general policies, handbooks and regulations can be found at [Student Contracts – Taught Courses - UCLan](#) these aim to provide students with a safe and supportive environment in which to study. It is important that as a student, you know that these policies exist and their relevance to you as a UCLan student.

1. Aims of the Programme
<ul style="list-style-type: none">• To equip students with a range of health and social care specific, transferable knowledge and skills to support their continuing personal, professional and academic development.
<ul style="list-style-type: none">• To equip student with academic knowledge and critical thinking skills to enhance their ability to understand and discuss the context of Health and Social care
<ul style="list-style-type: none">• To enable students to analyse relevant academic theories and concepts to enhance their work performance. They should take into consideration personal and cultural awareness to work across organisational boundaries and adapt to a changing environment.
<ul style="list-style-type: none">• To cultivate and enhance the relevant values for working within a health and social care setting
2. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>A1. Evaluate appropriate methods and techniques in research applicable to the delivery of health and social care</p> <p>A2. Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.</p> <p>A3. Discuss and evaluate the organisational context and delivery of health and social care.</p> <p>A4. Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.</p> <p>A5. Discuss the range of interventions available to promote independence in a variety of environmental contexts.</p>
Teaching and Learning Methods
The teaching and learning methods will include a mixture of workshop, group discussions, seminars, problem-based learning, key-note lectures and case presentations. There will be self-directed study and all teaching and learning will be supported by the use of The Virtual Learning Areas (VLE).
Assessment methods

Formative and summative assessments will take place through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

B. Subject-specific skills
<p>B1. Explain the underpinning knowledge of function & dysfunction and how this is altered by disease, illness and injury.</p> <p>B2. Evaluate the effects of disease, illness and injury on activities of daily living.</p> <p>B3. Explain and analyse the skills to support people who require facilitation of function and maximise their independence</p> <p>B4. Identify and apply models of care and health promotion to practice.</p> <p>B5. Explain and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.</p>
Teaching and Learning Methods
Lectures, workshops, tutorials, discussions, work based learning, use of MS TEAMS.
Assessment methods
Formative and summative assessments will take place through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.
C. Thinking Skills
<p>C1. Explain and apply a breadth and depth of relevant knowledge in health and social care.</p> <p>C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices within health and social care.</p> <p>C3. Evaluate and apply problem solving approaches to well-defined problems.</p> <p>C4. Present knowledge & information to support structured arguments.</p> <p>C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.</p>
Teaching and Learning Methods
Discussions, workshops, use of MS TEAMS , use of case studies, presentations and work placements.
Assessment methods
Formative and summative assessments will take place through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.
D. Other skills relevant to employability and personal development
<p>D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.</p> <p>D2. Application of theoretical knowledge to work based learning contexts.</p>

- D3.** Development of transferable work based skills to enhance employability.
- D4.** Discuss and evaluate theories of communication relevant to work with individuals and groups.
- D5.** Analyse the importance of working collaboratively in the best interests of the patient by engaging with families, carers and communities as partners in care management.

Teaching and Learning Methods

Discussions, workshops, use of (VLE), use of case studies, presentations and work placements.

Assessment methods

Formative and summative assessments will take place through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.



Course Team

Kathy Salisbury Assistant Principal HE and T-Levels.	Room: A103 St Augustines Building,	01772 460181 ksalisbury@cardinalnewman.ac.uk
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Alison Hazelwood Head of ALS	Room BB14 St Bedes Building, CNC	01772 460181 ahazelwood@cardinalnewman.ac.uk

Communication



MS TEAMS – Is the platform that is used to deliver teaching and Learning and communicate with students. Each module has its own platform where resources are stored and online classes delivered. All lectures are recorded and saved on TEAMS module platforms.



EMAIL - Once enrolled at college you will get an email account set up. Once you are registered with UCLAN as a Foundation Degree student you will receive an email account from UCLAN, this is the most preferred account by UCLAN students and one through which we will communicate together with TEAMS.

External Examiner

As a partner to the University we have appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Programme Lead and not directly. External Examiner reports will be made available to you electronically. The HE team will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Structure of the course



Overall structure

Year 1 - Level Four Modules are seen as introductory, aimed at developing a broad knowledge base and a range of subject specific, cognitive and key / transferable skills. You are expected to show understanding of key concepts and theories, the ability to evaluate different approaches to solving problems, and the presentation of knowledge to support structured arguments, to integrate theory and practice and to reflect on and take responsibility for your own learning and development. As part of this year you will also be required to complete a work based learning placement and achieve 100 hours of placement time. You will be required to achieve 120 points at level 4 to progress to level 5.

Year 2 - Level Five Modules are aimed at developing a greater depth of knowledge and understanding and the ability to apply and critically evaluate key concepts and theories. You are expected to demonstrate the ability to select appropriately from a range of subject-specific, cognitive and transferable skills and problem-solving strategies, to apply them to well-defined problems, and to generate ideas. You should also demonstrate the ability to communicate information and arguments in a variety of forms. It will also enhance your ability to reflect on and integrate theory and practice, and further enable you to plan your future academic, professional and personal development. As part of the course you will also be required to complete a work based learning placement and achieve 150

hours of placement time. You will be required to achieve 120 points at level 5 to progress to level 6.

Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Year 1 (Level 4)

Module Code	Module Title	Credits
PZ1015	Study and Lifelong learning Skills	(20)
PZ1022	Communication and Collaboration	(20)
PZ1090	Foundations for Practice – linear (+100hours learning in the workplace)	(40)
NU1602	Anatomy, Physiology and Psychology of Health	(20)
NU1019	Care from a Client’s perspective.	(20)
PZ1090	Foundations For Practice – linear	(40)

Year 2 (Level 5)

Module Code	Module Title	Credits
PZ2073	Health Promotion	(20)
PZ2092	Introduction to Long Term Conditions and End of Life Care	(20)
PZ2090	Supporting Professional Practice (+100hours learning in the workplace)	(40)
PZ2035	Management and Leadership	(20)
PZ2090	Supporting Professional Practice	(40)
PZ2091	Evidence Based Practice	(20)

Course requirements



It is essential that you complete **ALL** modules at level 4 for a Foundation Certificate or levels 4 and 5 to achieve your Foundation Degree. This includes 100 hours of work based learning for Level 4 and 150 hours for level 5.

Progression Information

Discussions about your progress and progression will take place during 1:1 meetings with module tutors throughout the year and with careers advisors throughout your course. These provide opportunities for you to prepare and make plans for your continuing study.

On successful completion of the Foundation Degree in Health and Social Care, you may be able to progress to a programme leading to an Honours degree.

Year 1 at Level 4 - Foundation Certificate Health and Social Care = 120 Credits



Year 2 at Level 5 - Foundation Degree Health and Social Care = 240 Credits



Year 3 at Level 6 - Top-Up BSc (Hons) Health and Social Care = 360 Credits at UCLAN

or

Top-Up Ba Community and Social Care Policy and Practice = 360 Credits at UCLAN

Alternatively, you may choose to progress onto BSc (Hons) Physiotherapy, BSc (Hons) Nursing or BSc (Hons) Midwifery which will require an interview and each level of the course at 4, 5 and 6 to be completed to achieve the honours degree.

Whilst studying the Foundation Degree your module tutors and the college careers department will provide information, support and guidance relating to your progression. Please contact careers@cardinalnewman.ac.uk or Kathy Salisbury if you have any queries ksalisbury@cardinalnewman.ac.uk

Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at CNC and time spent in private study. The Foundation Degree is delivered every Wednesday between 1pm and 8pm for 33 weeks, term time only. You are expected to invest your own time in planning and preparing for class.

Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made



to your module lead before the start of the session or Assistant Principal HE
Kathy Salisbury ksalisbury@cardinalnewman.ac.uk

If you have not gained the required authorisation for leave of absence, do not respond to communications from college and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Approaches to teaching and learning

Expertise of staff

Kathy Salisbury

Kathy is Strategic Lead for HE at Cardinal Newman College leading and managing the suite of HE courses offered. Kathy originally qualified as a Registered General Nurse at Lancaster Royal Infirmary then working as a staff nurse in the Ear, Nose and Throat department at Beaumont Hospital, Lancaster. Following this Kathy owned and managed an 18 bed residential care home for the elderly for 9 years, navigating the way through changes to funding for social care with the introduction of the Community Care Act (1990). The compassionate care of people living with chronic conditions and outstanding end of life care was something Kathy especially relished, and remains passionate about.

After the sale of her care home Kathy completed a BSc (Hons) Nursing Studies at UCLan followed by an MA Interprofessional Issues in Health and Welfare. Kathy has found this higher level learning incredibly valuable to her role teaching Health and Social Care in local further education for the last 18 years. Kathy has been Head of Health and Social Care at Cardinal Newman College for the past 11 years until becoming Strategic Lead HE recently.

Kathy has a particular interest in long term conditions and professional practice and works closely with Lancashire Teaching Hospitals developing opportunities for L3 students to gain experiences within the Trust. In addition, Kathy has a range of experiences in Leadership and Management not only in the statutory sector but also in private practice and enjoys supporting higher education students to gain necessary study skills to be effective work based learners.

Emma Quayle

Emma currently works as a Senior Tutor where she successfully supports a team of pastoral tutors to deliver high quality pastoral care to all learners, in addition she is a full time teacher of health and social care. Emma has a BA (hons) in Social Policy and an MA Social Policy, her special interests are exploring the contemporary political, social and economic factors that have an impact on the health and wellbeing of vulnerable service users. Emma has 13 years teaching experience with learners who study at level two, to level five and enjoys supporting learners to achieve their full potential, prior to this she worked in adult community care services, both as a rehabilitation support worker and a community team manager for the crisis team.

Mary Woodhouse.

Mary is a teacher of Health and Social Care at Cardinal Newman College with nearly 30 years teaching experience in 11 – 18 Education. Mary originally completed a BSC (Hons) Biology at the University of Liverpool, specialising in Physiology, Biochemistry and Ecology. This was followed by a PGCE Science

(11-18), also at The University of Liverpool. Mary had a particular interest in promoting the uptake of Science subjects amongst girls. Mary then worked in a local High School, teaching across the whole ability range from year 7 to GCSEs in Science, Biology and Chemistry. She worked on a cross-Lancashire initiative to provide Science qualifications for students not ready to take GCSE examinations.

In 1994 Mary then moved to work at Cardinal Newman College, initially in the Biology Department. Mary taught A level Biology, GCSE Human Physiology and had a major role in the introduction and development of a GNVQ Science programme at the College. Mary has attended an A level examiners training course and worked as an examiner for one year. In addition, Mary also completed additional Vocational Teaching qualification in order to develop the GNVQ course and then was offered the opportunity to provide specialist Biology teaching to the Health and Social care Courses.

After a number of years working on a mixed teaching programme Mary moved over to the Health and Social Care Department to work on the increased science content on the new BTEC awards. She introduced an additional range of science based health and social care units, this improved the student's opportunities for applying to a wider range of health courses at University. She enjoys supporting the students as they develop their understanding of these units and uses evidence based scenarios to try to develop deeper learning.

Helen McGrady

Helen is a recent addition to the education sector after recently qualifying from a Post Graduate Certificate in Further Education and Training from Edge Hill University. During this academic pursuit Helen dedicated her training experiences to teaching and promoting learning to a range of diverse students undertaking a variety of course. This includes study at level 3 for 16-19 year olds and level 3 study for adults in Health and Social Care. In addition to this Helen also taught on an access to university course catered for students aged 19+. This allowed Helen to navigate her particular interest in motivating mature learners to recognise and develop their expertise in specific areas. Helen has a strong commitment to embark on a pathway to teach in the HE sector as a dedicated partner to provide critical thinking, excellent coaching skills and the equipping of students with the optimal tools to make further advances in the health and social care field.

Helen possess a BA (Hons) Children, Schools and Families from UCLAN University. For the duration on her academic journey, Helen gained valuable experiences within community care provisions through employment and part time vocations within primary school establishments as a key worker and play assistant. Utilising her personable and collaborative skills, Helen undertook a voluntary role for the Children's Society as an Independent Visitor. This provided invaluable experiences creating and maintaining interactions with vulnerable individuals. This validating exemplary skills of communication through a solid ability to collaborate with a multi-disciplinary team of professionals surrounding a multitude of service users. Helen has relished in her full time position as a health and social care teacher and has identified a distinct, core competency of interpersonal education communication within the department.

Based on Helen's contemporary academic curricula, Helen places an emphasis on both the academic setting and the reinforcement that each individual enters education and practice with different skill sets and professional identities. This strong philosophy of teaching has allowed Helen to facilitate the integration of many external guest speakers from the health and social care industry to optimise outreach opportunities for students and colleagues alike.

Ultimately Helen distinguishes a passion for cultivating critical inter-professional expertise, knowledge and skills in students and promoting their trajectory through the lifelong learning sector.

3.2 Learning and teaching methods

The Foundation Degree in Health and Social Care is focused on developing a range of skills for you to take into the work place in order to enhance the patient experience. Each week there will be a mixture of short lectures, group discussion, debates and presentations designed to meet the learning styles of all class members. You will be encouraged to reflect on experiences from the workplace in order to maximise learning opportunities and discuss these experiences within a group setting. The assessments range from assignments, exams, presentations, debates and portfolio development. You will also be given directed study and reading lists to focus on to help focus on specific areas in preparation for class. The aim of the Foundation Degree in Health and Social Care is to focus on developing the skills, strategies, and behaviours required to perform as confident, independent, and active learners. We offer a wide variety of services including study skills development and peer tutoring as well as supplemental instruction. Our services are designed to help both those who are having academic difficulties and those who just want to improve their performance

3.3 Study skills

From the outset of the course you will commence on module PZ1015 Study and Lifelong Learning Skills. This module is designed to help you develop the academic skills required for studying at university, as well as the skills to enhance your learning for the rest of your life. Lifelong learning is now a requirement in all professions to ensure that we continue to develop and use the most up-to-date knowledge in our practice. The module aims to assist you in identifying and making best use of learning opportunities in the workplace. You will be encouraged to reflect on experiences from the workplace in order to maximise learning opportunities from your area of practice and contribute to portfolio development. The core components of this module are:

- Study skills and learning styles
- Continuing professional development
- Personal development planning
- Portfolio development and use
- Learning from work and learning agreements
- Using IT for collecting and presenting information; presentation skills
- Using feedback
- Self-evaluation
- Literature searching
- Reflective practice
- Referencing



Learning resources

Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Electronic Resources

The Cardinal Newman College library, situated in the main building of the college has extended and flexible opening hours to meet the needs of our HE students. Katie Dalton is head of the library and she has a significant role in the delivery of HE courses at Cardinal Newman College. Katie can be contacted on kdalton@cardinalnewman.ac.uk anytime if you have any requests or queries however she will also be visiting you regularly holding focus group meetings, discussing resource developments with you and seeking your feedback on our HE resources.

The library is on two levels with a number of computers and private study areas for use by students. The library hosts an excellent range of published texts relevant to the study of children and a good range of journals that contain valuable contemporary ideas and developments. You can also access the library facilities via the college website where you will find a multitude of ICT resources including the college's ebrary system where resources can be accessed on line.

As a partner of UCLan our students can access the Library Information Services (LIS) provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As the University is moving towards a paperless system **ALL** documentation for the Foundation Degree will be available on line (VLE) it is up to the individual if they want to print the information. Resources will be discussed during the induction week and presented to you on line. You will be given the appropriate training on accessing and using the Virtual Learning Environment (VLE) systems within your first week on the course.

Benefits of Work Based Learning and Portfolio Development

- Use your academic skills in the real workplace
- Learn what you need to improve while you are studying at L4 and L5.
- Make contacts that could be useful in the future
- Find out what you do, and don't, want to do before you begin your career
- Boost your confidence

- Improve your CV
- Help with your coursework and exams

Work Based learning is an integral part of the Foundation Degree in Health and Social Care..



Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst studying at L4 and L5 and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using One Note, an e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

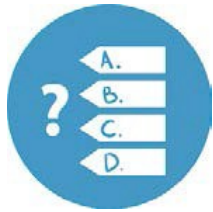
The course will equip you to perform as support, key and development workers, advisers, advocates or mentors. Opportunities will be open to you in residential, domiciliary and day care, nursing and care homes, advisory, support and rehabilitation centres, clinics and surgeries, voluntary, advocacy and community organisations, primary care agencies and in health development / education activities in schools, neighbourhoods and prisons. Your roles may involve you in work with people who have physical or learning disabilities, older people, families and children, young people, people with health problems. Those of you already working in health and social care may use this course to enable you to underpin your practice with relevant theory. This will enable you to work at a more advanced level and you may be using this course to enhance your knowledge and skills, to apply for promotion or to move onto other careers within rehabilitation.

It is important to remember that employment opportunities in the Health and Social Care sector are fluid and new roles are constantly developing as a result of changes in organisational policy and society. There are now many opportunities to work in rehabilitation within settings which have not been available before. This course will enable you to explore the opportunities which are available to you outside the professions which are normally associated with Health & Social Care.

Students' Union One Stop Shop

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution. The Opportunities Centre, the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

Assessment



Assessment Strategy

The assessments range from assignments, exams, presentations, debates and portfolio development. These strategies will be linked to the module and course learning outcomes. During your course you will be assessed on all of the modules which you undertake. In most cases you will be awarded a percentage mark for the assessment, unless the module or part of it is to be assessed as a pass/fail only.

There are two main types of assessment - formative and summative.

Formative (intermediate) assessment provides you with an opportunity for reflection and development. This includes strategies that encourage you to build upon previous knowledge and explore new areas. The emphasis is on self-awareness, self-evaluation and development of the individual. Not all modules offer formative assessment and specific details will be found in your module information guide. Where it is used your module leader or indeed your fellow students will provide you with feedback on this work that may help you.

Summative assessment is an essential part of your modules. It provides evidence that you have achieved the learning outcomes. You must submit the module summative assessments to pass the module. Grades will normally be awarded against assessment criteria that have been designed specific to your module and you should check this with your module leader. A wide range of summative assessment methods are used across the programmes delivered by the School of Health. This ensures that broad ranges of learning styles are met.

Types of assessment utilised include the following

- Presentations (individual or group)
- Written assignments
- Web based examinations
- Practice placements
- Portfolios
- Case studies

Notification of assignments and examination arrangements

At the commencement of each module students will be informed of the assessment strategy, this will be discussed with the main group and students will also be informed of submission deadlines as it will be different for each module. Students can also arrange appointments with the module tutors to discuss the assessment. All module handbooks will clearly state assessment marking criteria and submissions dates.

Referencing

A reference is any piece of written material, published or unpublished, to which a writer 'refers'. The purpose of this information is to enable the reader to locate the work and consult it. The reference acts as an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report.

A key component of academic writing is the use of high quality references to support the argument and debate in your assignment. References provide a theoretical framework for the topic, and demonstrate how you have developed your argument on the basis of published work. They also allow the reader to consult the original evidence supporting your point where, for example, you refer to the results of a research study. You should always use the APA referencing system explained in The School Referencing Guide.

Confidential material

The Foundation Degree in Health and Social Care has a Work Based Learning element (WBL) to the course therefore you may be handling and creating very sensitive information. As a result you are required not only to respect **confidentiality** but also to maintain the **anonymity** of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Such information is also subject to the Data Protection Act (1998) and you should adhere to the contents of this act. The policy of maintaining anonymity and confidentiality applies whether you are an undergraduate or post graduate student.

Exceptions

There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- Signatures of staff or mentors on official documents.
- Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations.
- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate.
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from appropriate Ethics Committees.

- You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from your university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.
- The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.
- When submitting evidence in support of assignments, your course tutors may indicate how sensitive information should be presented and handled.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

- In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”
- In reference list: NHS Trust (name withheld) 2004 infection control policy

Please make sure you have read and understood the exceptions detailed above	
Do's	Don'ts
<p>Do respect the right to privacy of an individual and/or organisation.</p> <p>Do change all names to fictitious ones.</p> <p>Do provide a statement with your assignment that all information has been anonymised.</p> <p>Do reference work accurately if information is already in the public domain.</p> <p>Do support your discussions with reference to published work.</p> <p>Do seek guidance and advice where you are unsure.</p>	<p>Don't name an individual or organisation (unless it is already in the public domain).</p> <p>Don't include identifiable stationery in your work, such as letter heads, Lab forms or X-rays.</p> <p>Don't give information away that could identify an individual or organisation (unless it is already in the public domain).</p> <p>Don't include photographs that can identify a person or place.</p> <p>Don't make unsupported accusations.</p>
<p>Unless you are specifically required to include a critical appraisal, subjective or judgemental opinions about an employer or Work Based Learning (WBL) provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be</p>	

able to be kept confidential under the Freedom of Information Act and will lead to further discussion.

NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

If there is a breach of Anonymity and or Confidentiality, you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within the School.

Issues which will be of importance may include:

- Level of study of student and or stage of course
- Extent and nature of the breach

Under these circumstances it may be that the School will impose a penalty. Your module leader/marker will work with you and the course leader to review the specific situation and involve the Dean of School/named deputy in the decision-making process.

Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. Cardinal Newman College uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Some key changes to the course based on student feedback have been both the delivery of the course over two full days and the further integration of work based

learning across all level 4 and 5 modules as well as the reducing of some assessment weighting in modules.

Appendices

Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

3. Awarding Institution / Body	University of Central Lancashire
4. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston campus. St Marys, Blackburn. Burnley College. Kendal College Oldham College Cardinal Newman College
5. University School/Centre	School of Community Health and Midwifery
6. External Accreditation	N/A
7. Title of Final Award	Foundation Degree in Arts in Health & Social Care
8. Modes of Attendance offered	

	Full time
7a) UCAS Code	L517 L514
7b) JACs Code	TBC
8. Relevant Subject Benchmarking Group(s)	QAA Foundation Degree Qualification Benchmark (2010) Skills for Health (2010)
9. Other external influences	National service Frameworks (1999-2010) Skills for Care (2010) DOH (2010) Liberating the NHS: Developing the Healthcare Workforce.
10. Date of production/revision of this form	April 2018
11. Aims of the Programme	
<ul style="list-style-type: none"> • To equip students with a range of health and social care specific, transferable knowledge and skills to support their continuing personal, professional and academic development. 	
<ul style="list-style-type: none"> • To equip student with academic knowledge and critical thinking skills to enhance their ability to understand and discuss the context of Health and Social care 	
<ul style="list-style-type: none"> • To enable students to analyse relevant academic theories and concepts to enhance their work performance. They should take into consideration personal and cultural awareness to work across organisational boundaries and adapt to a changing environment. 	
<ul style="list-style-type: none"> • To cultivate and enhance the relevant values for working within a health and social care setting 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>A1. Evaluate appropriate methods and techniques in research applicable to the delivery of health and social care</p> <p>A2. Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.</p> <p>A3. Discuss and evaluate the organisational context and delivery of health and social care</p> <p>A4. Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.</p> <p>A5. Discuss the range of interventions available to promote independence in an variety of environmental contexts</p>
Teaching and Learning Methods
The teaching and learning methods will include a mixture of workshop, group discussions, seminars, problem-based learning, key-note lectures and case presentations. There will be self-directed study and all teaching and learning will be supported by the use of The Virtual Learning Areas (VLE).
Assessment methods
Formative and summative assessment through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio will take place.
B. Subject-specific skills
<p>B1. Explain the underpinning knowledge of function & dysfunction and how this is altered by disease, illness and injury.</p> <p>B2. Evaluate the effects of disease, illness and injury on activities of daily living.</p> <p>B3. Explain and analyse the skills to support people who require facilitation of function and maximise their independence</p> <p>B4. Identify and apply models of care and health promotion to practice.</p> <p>B5. Explain and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.</p>
Teaching and Learning Methods

Lectures, workshops, tutorials, discussions, work based learning, use of (VLE)
Assessment methods
Formative and summative assessment through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio will take place.
C. Thinking Skills
<p>C1. Explain and apply a breadth and depth of relevant knowledge in health and social care.</p> <p>C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices within health and social care.</p> <p>C3. Evaluate and apply problem solving approaches to well-defined problems.</p> <p>C4. Present knowledge & information to support structured arguments.</p> <p>C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.</p>
Teaching and Learning Methods
Discussions, workshops, use of (VLE), use of case studies, presentations and work placements.
Assessment methods
Formative and summative assessment through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio will take place.
D. Other skills relevant to employability and personal development
<p>D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.</p> <p>D2. Application of theoretical knowledge to work based learning contexts.</p> <p>D3. Development of transferable work based skills to enhance employability</p> <p>D4. Discuss and evaluate theories of communication relevant to work with individuals and groups.</p> <p>D5. Analyse the importance of working collaboratively in the best interests of the patient by engaging with families, carers and communities as partners in care management.</p>

Teaching and Learning Methods
Discussions, workshops, use of (VLE), use of case studies, presentations and work placements.
Assessment methods
Formative and summative assessment through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio will take place.

Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
L5	PZ2090	Supporting Professional Practice	40	Foundation Degree Requires 240 credits (120 at Level 4 and 120 at level 5)
	PZ2073	Health Promotion	20	
	PZ2092	Introduction to Long Term Conditions and End of Life Care	20	
	PZ2035	Management and Leadership in Health and Social Care		
	PZ2091	Evidence Based Practice	20	
L4	NU1019	Study & Lifelong Learning Skills	20	Foundation Certificate Foundation Certificate in Health & Social Care (Requires 120 credit at level 4 or above)
	PZ1090	Foundations for Practice	40	
	NU1602	Concepts of Human Anatomy and Physiology	20	
	PZ1015	Care from the Client Perspective		

			20	
	PZ1022	Communication and Collaboration	20	
15. Personal Development Planning				
Personal development planning is embedded within the programme by production of PDP's, reflective journals, personal tutor discussions and portfolio development.				
16. Admissions criteria * (including agreed tariffs for entry with advanced standing)				
<i>*Correct as at date of approval. For latest information, please consult the University's website.</i>				
We operate a flexible admissions policy and treat all prospective students as individuals. Our typical offer is two A levels or two BTEC's (64 UCAS points) together with GCSE maths and English grade C or 4 or above or an equivalent qualification and a clear Enhanced Disclosure and Barring Scheme (DBS). We will take into consideration all prospective student's learning / educational achievements, the application as a whole, work experience and the personal statement. Mature students without traditional qualifications may be accepted on the basis of previous academic, professional, vocational or experiential learning, known as Accreditation of Prior Learning (APL).				
17. Key sources of information about the programme				
• College of Health and Wellbeing website				
• Fact sheet				
• St Marys college website				
• Burnley College website				
• Kendal College website				
• Cardinal Newman College				

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding					Subject-specific Skills					Thinking Skills					Other skills relevant to employability and personal development				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
┌ └	PZ2073	Health Promotion	COMP		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓				✓		
	PZ2090	Supporting Professional Practice	COMP		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	PZ2091	Evidence Based Practice	COMP	✓			✓							✓	✓	✓	✓				✓		
	PZ2035	Management and Leadership in Health and Social Care	COMP	✓		✓									✓	✓	✓	✓			✓	✓	✓
	PZ2092	Introduction to Long Term Conditions and End of Life Care	O	/	/	/		/	/	/	/	/	/	/	/	/	/					/	

LEVEL 4	PZ1022	Communication and Collaboration	COMP	✓			✓						✓		✓		✓		✓				
	NU1602	Concepts of Human Anatomy and Physiology	COMP						✓					✓		✓	✓		✓				
	NU1019	Care from the Clients Perspective	COMP		/	/							/		/		/	/	/	/		/	
	PZ1090	Foundations for Practice	COMP		✓	✓	✓		✓				✓		✓		✓	✓		✓	✓	✓	
	PZ1015	Study & Lifelong Learning Skills	COMP				✓								✓		✓	✓	✓				✓

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Foundation Certificate Health and Social Care – are as follows:

- A2.** Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.
- A3.** Discuss and evaluate the organisational context and delivery of health and social care.
- A4.** Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.
- B1.** Explain the underpinning knowledge of function & dysfunction and how this is altered by disease, illness and injury.
- B5.** Explain and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.
- C2.** Evaluate and apply key concepts, theories and evidence to relevant issues and practices within health and social care.
- C4.** Present knowledge & information to support structured arguments.
- C5.** Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.
- D1.** Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.
- D2.** Application of theoretical knowledge to work based learning contexts.
- D3.** Development of transferable work based skills to enhance employability
- D4.** Discuss and evaluate theories of communication relevant to work with individuals and groups.