

## PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

### SECTION A: DETAILS OF THE COURSE AND AWARD

|  |  |
|--|--|
| <b>Programme Title</b>                 | <b>Foundation Degree Health &amp; Social Care</b>  |
| <b>Awarding Body</b>                   | <b>Buckinghamshire New University</b>  |
| <b>Teaching Institution</b>            | <b>Buckinghamshire New University / High Wycombe, Slough, UCAV &amp; Uxbridge</b>  |
| <b>Faculty</b>                         | <b>Society &amp; Health</b>  |
| <b>School</b>                          | <b>Social Sciences, Primary Care &amp; Education</b>   |
| <b>Name of Final Award</b>             | <b>Foundation Degree Arts, FdA</b>   |
| <b>NQF/FHEQ Level of Qualification</b> | <b>Level 5: Diploma of Higher Education</b>  |
| <b>QAA Benchmark Statement(s)</b>      | <b>Quality Academic Framework for Higher Education QAA (2011)<br/>National Occupational Standards (2012)</b>   |
| <b>UCAS Code</b>                       | <b>L510 High Wycombe<br/>L511 UCAV</b>   |
| <b>Course Code(s)</b>                  | <b>FC1HSC1<br/>FC1HSC7</b>   |
| <b>Mode and Length of Study</b>        | <b>Two years full time</b>   |
| <b>Number of Intakes</b>               | <b>Two intake per year – September and January</b>   |
| <b>Regime of Delivery</b>              | <b>Attendance</b>  |
| <b>Language of Study</b>               | <b>English</b>   |
| <b>Details of Accreditation</b>        | Enter the full name of the Professional Statutory Regulatory Body (PSRB) where formal accreditation of the programme has been awarded. Please also include the details of the accreditation, e.g. the level at which accreditation is given. |
| <b>Publication Date</b>                | <b>02 April 2014, Sept 2018, Sep 2019</b>  |

#### **Potential Student Profile / Criteria for Admission:**

#### ***What the award is about and who the programme is aimed at:***

Students undertaking this Foundation Degree (Arts) Health and Social Care may come from, or wish to gain future employment in a variety of roles and care delivery settings; Care Homes, Residential Homes, Voluntary Organisations, Day Centres, 'Drop In' Centres, Special Schools or Agencies providing domiciliary care for vulnerable, elderly and disabled groups. Within these generic services the patient/client/user group is also diverse: those with a mental illness, learning disability, young offenders, children and the older person. Therefore it is anticipated that the student group will have a wide range of past experiences, interests and career ambitions which will greatly enhance the richness of study and classroom debate.

Many students will have studied at Level 3 and may be a direct entry from school or college. There will also be a number of students who have worked in the health and social care sector for many years and have a wealth of experience to bring to the programme. Other applicants may have worked

in a voluntary capacity in a health and social care sector. All applications for this full time programme are made through the Universities & Colleges Admissions System (UCAS). Those students who meet the relevant admission criteria will be invited for an interview with the Course Leader and/or a member of the course team where they will be asked to submit a written piece of work and take part in a group discussion. To gain entry onto the programme all potential students will be interviewed and the following will be required:

- Candidates 18-21 years - hold a minimum of Level 3 (BTEC Health & Social Care/English)
- Candidates 21 years and over – demonstrate experience in a Health & Social Care setting
- At interview submit a coherent written piece of work under time constraints
- At interview demonstrate good communication skills
- At interview demonstrate commitment to the programme

All students will be encouraged to have the opportunity to gain experience of working in a health and social care setting which can be paid employment or voluntary. This is to assist students to be able to link theory taught in the classroom to the practical setting of a health and social care environment. Students will not be assessed in the practice setting, but there will be aspects of their work and reflections that will be documented in their e-portfolio which will form part of an assessment in the *Developing personal and professional practice* module. Should students find work in a health and social care setting, it will be the responsibility of the placement to ensure that the student satisfies the disclosure and barring service checks.

It is recognised that many of the students applying for this programme will be non -traditional higher education students and therefore their requirements for additional learning support may be greater than those students who have entered the programme via the normal traditional academic entry requirement for studying at a University. This has been considered when developing the individual modules and there will be a core element of the Communication module which will be front loaded with additional support from the learning development unit.

The Foundation Degree has been developed in line with the Quality Academic Framework for Higher Education and the Quality Assurance Agency (QAA, 2011). Individual modules have been mapped against The Health and Social Care National Occupational Standards (2012). These standards are jointly owned by all the alliance partners within Skills for Care and Development and Skills for Health.

### ***Why students should choose this award:***

The philosophy of this award is underpinned by a number of strategies and policies that have been developed over the past five years since the previous Foundation Degree in Health and Social Care was developed. Two specific reports that have influenced the development of this programme are: The Francis Report (2013) and the Compassion in Practice Implementation Plan (2012). They have both given direction on creating the right culture for the caring professions. Francis (2013) stresses the importance of:

- Shared values in which the patient is the priority of everything done
- Zero-tolerance of substandard care
- Empowering frontline staff with the responsibility and freedom to deliver safe care
- Strong and stable cultural leadership and organisational stability
- Comparable data on outcomes
- Expectations of openness, candour and honesty

The Compassion in Practice Implementation Plan (2012) has been driven by the failings of care at establishments such as Mid Staffordshire NHS Foundation Trust and Winterbourne View. The Plan states that all people being cared for should expect high quality of care as well as quality of treatment. The vision is underpinned by six fundamental values:

- Care
- Compassion
- Competence

- Communication
- Courage
- Commitment

The above reports have fed into the curriculum and have been fundamental in the development of the individual modules in the programme.

The breadth of the subjects studied gives the students an introduction and insight into the ethics of caring for vulnerable people in our society. This knowledge will aim to deepen student's development and understanding of working in the health and social care sector and subsequently aim to increase employment opportunities for the students.

Whilst it is recognised that some students may choose to study this programme purely as a matter of personal interest and achievement, for most, the course represents an important means of gaining (or augmenting) a range of relevant knowledge and transferable skills to support personal career development plans. Many of these undergraduate students often have explicit career aims, which mark a radical departure from previous employment patterns and many view obtaining Foundation Degree status as a means of enhancing their career prospects.

The Foundation Degree has a progression pathway as envisaged by the QAA (2008). In this instance, on successful completion of the Foundation Degree (Arts) Health and Social Care the student can decide to progress to a 'top up' Level 6 year within the Faculty of Society and Health at Buckinghamshire New University. This will allow them to study for a BA (Hons) Professional Practice (Health & Social Care).

#### ***Opportunities available for students after completion of the award:***

Upon completion of the programme, typically students undertake further studies or training most commonly in relation to social work, nursing or working with children and young people. Within the University there is the opportunity for students to study any of the above programmes at degree level. In many cases undergraduates may already be working in relevant fields. In such instances, this programme may offer these students with the means by which to advance their careers/secure promotion or undertake further studies at degree level and potential postgraduate study at a later date. Finally the programme can offer graduates of Foundation Degrees, again many of whom are already employed in health and social care settings, the opportunity to complete a Bachelor degree with Honours in Professional Practice (Health and Social Care) by completing a third year of study.

If a student is interested in pursuing a professional programme such as nursing or social work, they will still need the relevant entry requirements for these programmes. Therefore for some it may mean that in addition to their foundation degree they will have to obtain GCSE qualifications in Maths and English or whatever the specific entry requirements are their chosen career path.

The student's personal development plans (PDPs) are developed through tutorial sessions throughout the programme and tutorial feedback will provide students with further evidence and material for reflection to be included in the PDP. Learning and teaching strategies take account of skills development, reflective practice, career development and action planning opportunities provided for students as part of the PDP process and modules such as *Developing personal and professional practice* and *Life long career in Health and Social Care* will be significant in developing their PDPs. The University's Careers & Employability department are also available for additional career support – [careers&employability@bucks.ac.uk](mailto:careers&employability@bucks.ac.uk)

#### ***Expected knowledge and skills that the entrant will have on entry to the programme :***

Students will be expected to have a basic understanding of the health and social care agenda and will be expected to have demonstrated good communication skills during their interview prior to enrolling onto the programme.

## SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

### Programme Aims

*The main educational aims of the programme are to:*

- Provide the knowledge, understanding and skills necessary for successful employment within health and social care. It will provide the necessary academic grounding for progression to study at Honours degree level
- Provide an educational foundation and insight into health and social care policies to guide the students' career choice in health and care sector and understand how these policies impact on the overall welfare of clients requiring health and social care
- Provide specialist studies directly relevant to individual vocations and professions in which students are working
- Provide flexible skills and motivation as a basis for future studies and career development
- Develop students' ability in the health and care environment through effective use and combination of the knowledge and skills gained in different parts of the programme
- Develop skills in self- promotion and personal professional development
- Develop a range of skills and techniques, personal qualities and attributes essential for successful performance in the world of work. This will include an understanding of risk management behaviours, communication skills and attitudes and knowledge of the health and social care context in the UK

### Programme Learning Outcomes

#### **A. Knowledge and Understanding**

On successful completion of the programme a graduate will be able to:

1. Contextualise the different models that relate to the term 'community'
2. Understand community approaches and initiatives in health and social care that build upon client capacity and well being
3. Identify and discuss factors that affect communication with social care service users, their families, care teams and other professionals
4. To evaluate key theories and articulate a holistic view of human health
5. Understand the significance health and social care policy has on working with clients in the care sector
6. Identify a suitable service improvement topic based on a systematic process to conduct a literature review
7. To demonstrate an understanding of the development of the principles upon which the NHS was founded
8. To demonstrate an understanding of the current health and social care sector and evaluate current change within the sector
9. Identify and discuss statutory, voluntary and private provision of health and social care

#### **B. Intellectual/Cognitive Skills**

On successful completion of the programme a graduate will be able to:

1. Explore strategies available to care organisations to address inequalities and promote anti-discriminatory practices
2. Identify and understand the effectiveness of different forms of communication
3. Discuss the influences of diversity, language and cultural responsibilities in communication
4. To define key concepts related to health, illness, disease and relate to all types of care

5. Recognise the leadership and management skills required to maintain quality care and positive care environment in a health and social care setting
6. Explore and demonstrate an understanding of research methodologies relevant to health and social care
7. To critically articulate different styles and theories of leadership
8. To critically discuss managerialism in the care sector
9. Explain the learning process and be able to reflect on own development and self and social awareness
10. Critically reflect on continuing professional and personal development of self and others in order to enhance knowledge, skills and attitudes
11. Demonstrate knowledge and underlying theory of a chosen field of practice

### **C. Practical Skills**

On successful completion of the programme a graduate will be able to:

1. Promote anti-discriminatory practice and social justice through advocacy and empowerment
2. Explore the importance of maintaining confidentiality within communication in the health and social care setting
3. To identify key biological/genetic factors influencing human health
4. Apply risk assessment in the care planning process when responding to the individual needs of clients
5. Critically evaluate current literature in the field of health and social care
6. To define change and identify change theories of management
7. Articulate current professional issues in relation to their chosen field of practice
8. Consider community approaches and initiatives in health and social care that build client capacity and well being

### **D. Key/Transferable Skills**

On successful completion of the programme a graduate will be able to:

1. Understand the changing concepts and frameworks of identity and individual need to develop culturally sensitive services
2. Identify the concepts of proximity and working relationships within health and social care
3. To establish a link between sociology and health
4. To establish a link between psychology and health
5. Demonstrate an understanding of how funding of health and social care may impact on patient choice
6. Demonstrate organisational skills in the presentation of a carefully designed and logically developed literature review
7. Discuss the integration of power for patients/residents and service users to enable them to make informed decisions
8. Demonstrate personal and professional insight in relation to future employability in the presentation of a curriculum vitae and personal statement

**Table 1: Programme Skills Matrix – Assessment**

| Module Code | Information Acquisition             | Critical thinking, analysis and synthesis | Self-reflection and Criticality     | Communication Skills: Oral          | Communication Skills: Written       | Information & Communications Technology (ICT) | Numeracy & Quantitative Skills      | Problem Solving & Decision Making   | Independent & Self-managed Learning | Working with Others                 |
|-------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| HS400       | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| HS401       | <input checked="" type="checkbox"/> | <input type="checkbox"/>                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| HS402       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| HS403       | <input type="checkbox"/>            | <input type="checkbox"/>                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| HS500       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| HS501       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| HS502       | <input type="checkbox"/>            | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| HS503       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
|             | <input type="checkbox"/>            | <input type="checkbox"/>                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|             | <input type="checkbox"/>            | <input type="checkbox"/>                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

## Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

### *Mechanisms for Delivery:*

The programme uses a range of teaching and learning methods to promote the acquisition of knowledge, understanding and skills including:

Lectures

Group work/ discussions

Debates

Seminars

Role play

Presentations

Work related practice

Guest speakers

Self-directed study

The teaching and learning strategy for this programme acknowledges the individual differences and the previous learning experiences of students. Individual module tutorials facilitate student learning by addressing specific knowledge, understanding and skills needs on an individual basis and remains an integral aspect of the relationship between staff and student in respect to independent academic supervision.

**Weekly group and individual tutorials** give the students the opportunity to learn essential academic skills and offer the potential for a purposely student led interactive forum for knowledge sharing and acquisition. It is an opportunity for recognising the extra pastoral needs of individual students.

The dissemination of knowledge via **lectures** is not delivered in isolation to other methods of delivery. However, it does form a necessarily structured approach to imparting knowledge especially in specific modules such as epidemiology and social policy. Lectures will present relevant subject information in a structured manner in order to outline key themes, issues and debates and thus provide students with the underpinning knowledge from which to develop practice and conduct further self-directed learning.

**Seminars** will be used to facilitate smaller group based discussion, building on the knowledge gained from the lectures. This enables students to analyse theoretical and topical issues in a detailed and in depth manner. Seminars comprise a range of activities including group discussions, presentations and class debates. Direct examples of seminar based work include the use of videos to explore the key concepts addressed in the lectures. Further examples include the lecturers using problems and questions relevant to the assessment, both formative and summative to foster scholarship. Seminars also start the process of ensuring the students begin to learn independently whilst fostering their communication and group working skills whilst giving them the opportunity to learn from the work of others. .

**Guest speakers** give the students the chance to learn from academic or professional experts from their specific fields of practice. Students will be given the opportunity to question and learn from these experts in the field of health and social care. Reflective sessions will follow

**Workshops & practical sessions** will provide opportunities to enhance skill development in a practical setting, which will typically involve practical tasks/skills application and problem solving techniques. The skills lab will be utilised for some of these workshops to give the students the opportunity of working with a 'person' (using simulation) in a health/social care environment.

Equality and Diversity is specifically covered in '*Understanding Culture and Communities*' module. Nevertheless through the integration of equality and diversity in all of the modules within the Foundation Degree it will ensure that this theme underpins and threads through all aspects of the student's behaviours, conduct and understanding within the university and work place setting.

Students are encouraged to undertake **independent reading and research**, using both printed and electronic material to complement, widen, deepen and consolidate their knowledge and understanding. The programme provides increasing opportunities for self-directed and autonomous learning, particularly as students move from Level 4 to Level 5. For example two of the modules in year 2; *Developing personal and professional practice* and *Life-long career in health and social care* are significantly reliant upon students becoming increasingly responsible for their own independent learning to complete successfully the assessment tasks, although on-going formative assessment and support to student learning is provided via tutorials.

The programme affords students considerable scope to achieve knowledge and skills in terms of the explicit requirements of the module outcomes at Level 4 & Level 5. The modules have been developed in a way that students on the programme will be given the opportunity to gradually develop their understanding of skills that are required for the health and social care workforce. This will be assisted by tutorials and interactional lectures where students will be expected to develop and extend upon lecture themes in class and share and consolidate their knowledge and learning. The use of VLE will be an integral part of the learning and all students will be encouraged to utilise this method of teaching and learning. It will be used particularly when working on the e-portfolio which forms part of the assessment for module *Developing personal and professional practice*. Students will also be encouraged to use blogs and other forms of VLE to enhance their student experience and prepare them for using technology in the workplace.

## **Work Experience**

As part of the student's personal development the responsibility of finding a health and social care setting to work in remains with the student. Work experience is not mandatory, but students are encouraged to gain some work experience, either through paid work or voluntary work. Students will have to arrange these days around their personal circumstances and there is no finite number of days that students are expected to work.

The personal tutor will advise the student as to the appropriateness of the work place they have chosen. It must be noted that this is NOT a work based programme, therefore the placement will not have to be audited. However, the health and social care team have a number of links where students may be able to gain work experience.

The student may already be in part time employment or be working in a voluntary capacity within a health and social care setting. In this instance the suitability of this work experience will be discussed with the Course Leader. The advantage of the student identifying their own area is that they can find a placement in their own locality in a health and social care speciality that is of particular interest to them, or in a service that they might wish to gain future employment. It is the responsibility of the chosen placement to carry out a disclosure and barring check on the student.



## SECTION C: PROGRAMME STRUCTURE(S) AND MATRIX MAPPING

Table 2: Programme Structure Table

| Course Title  |  | Foundation Degree Health & Social Care |                     |   |              |                   |              |             |                 |
|---------------|--|--|---------------------|---|--------------|-------------------|--------------|-------------|-----------------|
| Course Code   |  | FC1HSC1 (HW & Slough) / FC1HSC7 (UCAV) |                     |   |              |                   |              |             |                 |
| Mode of Study |  | Full Time                              |                     |   |              |                   |              |             |                 |
| Credit Value  |  | UK                                     | 240                 | ECTS                                    |              |                   | 120          |             |                 |
| Module Code   | Module Title   | QCF/FHEQ Level                         | Course Stage / Year | Status in Award<br>(/Close / /Optional) | Credit Value | Assessment Regime |              |             | Semester Taught |
|               |  |  |                     |   |              | Written Exam %    | Coursework % | Practical % |                 |
| HS400         | Epidemiology, Health and Social Science. An Introduction       | 4                                      | 1                   |   | 30           | 100%              |              |             | S1              |
| HS401         | Understanding Culture & Communities                            | 4                                      | 1                   |   | 30           | 100%              |              |             | S2              |
| HS402         | Health & Social Care Policy                                    | 4                                      | 1                   |   | 30           | 100%              |              |             | S2              |
| HS403         | Effective Communication in Health & Social Care                | 4                                      | 1                   |   | 30           | 100%              |              |             | S1              |
| HS500         | Life-long career in Health & Social Care                       | 5                                      | 2                   |   | 30           | 100%              |              |             | S1              |
| HS501         | Developing personal and professional practice                  | 5                                      | 2                   |   | 30           | 100%              |              |             | S2              |
| HS502         | Contemporary Issues and Management of Health & Social Services | 5                                      | 2                   |   | 30           | 100%              |              |             | S2              |
| HS503         | Principles of Research methodologies in Health & Social Care   | 5                                      | 2                   |   | 30           | 100%              |              |             | S1              |

Table 3: Mapping of Programme Outcomes to Modules

| Programme Outcome                         | Level 4 (Code)            | Level 5 (Code) | Level 6 (Code) | Level 7 (Code) | Level 8 (Code) |
|---|---------------------------|----------------|----------------|----------------|----------------|
| <b>A. Knowledge and Understanding</b>     |                           |                |                |                |                |
| A1  | HS401,<br>HS403,<br>HS402 | HS503          |                |                |                |
| A2  | HS403                     | HS500          |                |                |                |
| A3  | HS403                     | HS501          |                |                |                |
| A4  | HS402                     | HS503          |                |                |                |
| A5  | HS400                     | HS502          |                |                |                |
| <b>B. Intellectual / Cognitive Skills</b> |                           |                |                |                |                |
| B1  | HS400,                    | HS501          |                |                |                |
| B2  | HS402                     | HS503          |                |                |                |

| Programme Outcome                   | Level 4 (Code) | Level 5 (Code) | Level 6 (Code) | Level 7 (Code) | Level 8 (Code) |
|-------------------------------------|----------------|----------------|----------------|----------------|----------------|
| B3                                  | HS403          | HS502, HS501   |                |                |                |
| B4                                  | HS401          | HS502, HS501   |                |                |                |
| B5                                  | HS401          | HS502          |                |                |                |
| <b>C. Practical Skills</b>          |                |                |                |                |                |
| C1                                  | HS401          | HS501          |                |                |                |
| C2                                  | HS400,         | HS502          |                |                |                |
| C3                                  | HS402, HS401   | HS500          |                |                |                |
| C4                                  | HS403          | HS502          |                |                |                |
| C5                                  | HS402          | HS503          |                |                |                |
| <b>D. Key / Transferable Skills</b> |                |                |                |                |                |
| D1                                  | HS401, HS402   | HS501          |                |                |                |
| D2                                  | HS403, HS401   | HS500, HS501   |                |                |                |
| D3                                  | HS400          | HS503          |                |                |                |
| D4                                  | HS400, HS402   | HS502          |                |                |                |
| D5                                  | HS403          | HS502, HS503   |                |                |                |

## SECTION D: CONTACT HOURS

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

**Table 4: Breakdown of Contact Hours**

| Year of course | Scheduled Learning and Teaching Activities | Guided Independent Study | Placement / Study Abroad | Total       |
|----------------|--|--------------------------|--------------------------|-------------|
| Year One       | 100<br>100<br>100<br>100                   | 200<br>200<br>200<br>200 |                          | <b>1200</b> |
| Year Two       | 100<br>100<br>100<br>100                   | 200<br>200<br>200<br>200 |                          | <b>1200</b> |
| <b>Total</b>   | <b>800</b>                                 | <b>1600</b>              |                          | <b>2400</b> |

## SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

The calculation of this award will be as follows:\* Level 5 at 100%

### **No modules may be condoned**

This programme will be covered by the following University regulations: *Common Academic Framework: Regulations for full-time, undergraduate awards*

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## APPENDIX: OTHER AWARDS AVAILABLE

The following Exit Awards are available on this programme:

- Certificate of Higher Education (CertHE)

### **Exit Award Programme Learning Outcomes**

#### ***Certificate of Higher Education***

On successful completion of a **Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Demonstrate knowledge and understanding of the underlying concepts and principles in relation to health.
- Evaluate, interpret & present qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts in relation to health and research studies
- Select appropriate approaches to solving health problems relating to various social groups
- Communicate the results of their study/ work accurately and reliably in a variety of forms, with structured and coherent arguments and supporting evidence.
- Articulate an insight into own learning and development including strengths and areas for improvement.

A **Certificate of Higher Education (CertHE)** will be awarded to a student who has completed the programme learning outcomes specified above. This is measured by achievement of all 120 credits at Level 4.

## APPENDIX 1: MAPPING TO THE UK QUALITY CODE OF HIGHER EDUCATION – CHAPTER B3

### Chapter B3: Learning and Teaching (December 2011): Section 2 – Work-based and placement learning

| Indicator | Indicator Explanation  | Course Response   |
|-----------|--|---|
| 1         | Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its learning outcomes are: <ul style="list-style-type: none"> <li>clearly identified</li> <li>contribute to the overall and coherent aims of their programme</li> <li>assessed appropriately.</li> </ul>         | Students will be encouraged to gain experience working in the health and social care sector.<br>The experience from this placement will be evidenced in the e-portfolio which is linked to module HS501 – <i>Developing personal and professional practice</i>  |
| 2         | Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met. | Students will not be assessed in their placement, but will be expected to bring their experiences of working in a health and social care setting into the classroom to enrich the debate and discussion.  |
| 3         | Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.   | Students working in a health and social care setting will be encouraged to bring in a hard copy of their modules to share with the practice staff. This will assist them to work towards linking the theory in the classroom to the practice setting  |
| 4         | Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.   | As students will not be assessed in the placements it is not the responsibility of the University to audit them. However, the teaching team will be expected to ensure that each placement will be a suitable placement to support the student's learning   |
| 5         | Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.   | All students will be expected to discuss their work experience with their personal tutor. This will enable the personal tutor to guide the student and advise them of how they can bridge the theory/practice gap, and where appropriate work towards meeting the learning outcomes of individual modules |
| 6         | Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.  | As above  |

| Indicator | Indicator Explanation   | Course Response  |
|-----------|---|--|
| 7         | Awarding institutions ensure that: <ul style="list-style-type: none"> <li>• their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)</li> <li>• where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.</li> </ul> | Students will be encouraged to share details of their work experience so that an invitation can be extended to staff in the health and social care setting to attend a day at the University. This will give the opportunity for staff in practice to ask questions regarding the Foundation Degree in Health & Social Care and for the teaching team to give them guidance on how best to support the students whilst they are gaining work experience. This will be particularly beneficial for those students who are already in paid employment in a particular area and who are doing the Foundation Degree as a means of enhancing their career. It will be extremely important for staff in the work place to recognise that such students will be looking at practice differently and challenging practice. This is not to be seen as a criticism, but will demonstrate that students are learning to question and challenge to gain a deeper understanding of working in the health and social care sector. |
| 8         | Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effectively and reviewed regularly.  | As students are not assessed in the practice setting the placements will not have to be audited by the University. Nevertheless, it is anticipated that all areas used for placements will have a CQC report which should outline the key strengths and weaknesses of each area. It is the responsibility of each placement to ensure that the student has had a disclosure and barring check.   |