

PROGRAMME SPECIFICATION DOCUMENT

1. Qualification FdA	2. Programme Title Foundation Degree (FdA) in Health and Social Care	3. UCAS Code L510 FD/HSC	4. Programme Type Full Time Part- time
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5. Main Purposes and Distinctive Features of the Programme

Main Purposes

Within the context of the University's mission, the Health and Social studies subject group aims to:

- Provide a high quality educational programme in partnership with employers which fosters a multi-agency approach to health and social care provision
- Provide a curriculum which is responsive to individual practitioner and employer needs within the changing context of health and social care provision
- Provide a supportive and stimulating learning experience relevant to work-based learning
- Produce graduates of the programme (at Foundation Degree level) who have the transferable and key skills, knowledge and competence to enable them to be Assistant practitioners in their field
- Provide progression routes to Honours degree programmes for students

Distinctive features

- The curriculum directly meets the needs of the local and national economy in providing a vocationally relevant Higher Education programme to meet the demand for intermediate skills
- The programme is committed to widening access by offering people from diverse backgrounds the opportunity to undertake vocationally-orientated Higher Education level
- The emphasis on work-based learning allows most of the delivery to take place in the work setting supported by distance and web-based learning
- The design of the programme is in line with current policy in bridging the gap between health and social care and equipping students with generic skills and knowledge
- The collaborative approach to delivery of the programme will ensure that it continues to meet the needs of students and employers

6. What a graduate should know and be able to do on completion of the programme

Knowledge and understanding in the context of the subject(s)

- i. Knowledge of the principles and theories underpinning the academic study of health and social care
- ii. Designated health studies/care topics relevant to their practice area
- iii. Policy and legislation relevant to the care field and their own job role
- iv. Appreciation of the values and attitudes concurrent with good health/social care practice
- v. Their own job role within the context of the organisation and the wider socio-economic and political context

Cognitive skills in the context of the subject(s)

- i. Analyse and evaluate theoretical evidence which contributes to an understanding of health and social care
- ii. Make links between research, theory and practice
- iii. Recognise own responsibilities and wider accountability structures in relation to practice
- iv. Evaluate the extent to which the principles of good practice are incorporated into their own care practice and that of the organisation
- v. Utilise appropriate models in care planning, implementation and review
- vi. Critically reflect on self-development

Subject-specific practical/professional skills

- i. Apply principles and theories to issues within health and social care provision
- ii. Demonstrate care practice in a manner which reflects understanding of specific vocational knowledge
- iii. Demonstrate a working knowledge of policy and legislation relevant to the area of practice
- iv. Carry out care tasks with regard for equity, autonomy, dignity, choice and trust in relation to service users
- v. Contribute to the health and well-being of service users as part of a team and in partnership with other agencies
- vi. Reflect on their own practice and give and receive constructive feedback

Other skills (e.g. key/transferable) developed in subject or other contexts

- i. Communicate effectively using appropriate verbal and non-verbal skills
- ii. Communicate effectively in writing with regard to reports, essays and record keeping
- iii. Demonstrate the use of word-processing functions and use ICT to communicate effectively
- iv. Select procedures to solve problems systematically from a range of possible solutions
- v. Apply numerical skills in the gathering, interpretation and representation of data
- vi. Work with others to achieve collective goals and contribute to the process of allocating responsibility
- vii. Engage in continuing professional development giving and making use of constructive feedback.

7. Qualities, Skills & Capabilities Profile

The educational and training goals of the programme should allow graduates to demonstrate:

A Cognitive	B Practical	C Personal & Social	D Other
Analysis, synthesis and evaluation of evidence	Competence in carrying out care tasks / clinical skills in relation to job role	A high level of interpersonal skills	Effective report writing and record keeping
Integration of theory within practice	Competence in using equipment within the workplace setting	Self motivation and commitment on both a personal and professional level	Research skills in relation to identifying and accessing appropriate information
Critical reflection	Effective use of Information Technology	Ability to work with others as part of a team and supervise others as required	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

2 years full-time, 3 terms per year. 120 credits after one year, 240 credits on completion of the programme after 2 years. All modules are 20 credits each.

	<u>Core Modules</u>	<u>Options</u> (normally 20 credits each)	<u>Project</u> (20 credits)
H1 Modules	Communication and ICT Legal and Ethical Issues Health, Safety and Emergency Care Using Evidence Principles of Care Introduction to Social Policy	N/A	N/A
CERTIFICATE OF HIGHER EDUCATION ON EXIT – 120 CREDITS			
H2 Modules	Planning Care Delivery Group Dynamics and Working in Teams Collaborative Health and Social Care	Children and Families Introduction to Psychology in Health and Social Care Health, Illness and Society Health Promotion - Challenges & Opps Mental Health Care, Perspectives and Practice Working With Older People Cultural Diversity Disability and Society Working with Young People Empowerment and Advocacy Clinical Skills Therapy Skills Management of Longterm Conditions Acute Illness Management	N/A

FOUNDATION DEGREE (FdA) IN HEALTH AND SOCIAL CARE – 240 CREDITS

BRIDGING MODULE → HONOURS DEGREE – 360 CREDITS

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

Learning is centered on the workplace environment with an emphasis on learning at work and learning through work. Underpinning theory will be delivered through on-line learning, distance learning materials, practical sessions, group work, presentations and seminars. The theory–practice link is crucial and will be made through the promotion of reflection on practice. Students will have considerable one to one support from both tutors and Practice Trainers.

Assessment Methods

A variety of assessments will be used including reports, essays, case study analysis, group discussion, reflective accounts, practical tests and written tests and ongoing portfolio evidence including witness testimony

Assessment Classification System

The pass mark for individual modules is 40%. The final award is not classified

Honours Classification Bands

N/A

10. Other Information *(including compliance with relevant University policies)*

Date programme first offered

September 2002

Admissions Criteria

Standard Requirements

One subject at ‘A’ level, or 2 subjects at AS/VS (80 points minimum) supported by passes in three other subjects at GCSE level or an Advanced GNVQ award, a BTEC National Diploma, a kite-marked Access award or NVQ level 3 in relevant discipline.

Non Standard Entry

APL will be applied on the submission of documentary evidence

AP(E)L will be applied based on relevant vocational experience and interview

Indicators of Quality and Standards

- i. Validated by panel with external subject specialists
- ii. External examiner validates all assessments
- iii. Consistent with QAA benchmark statements for Foundation degrees
- iv. 2003 accreditation by UVAC (Universities Vocational Awards Council)
- v. 2003 Winner of Guardian Newspaper Award for University/Strategic Health Authority Partnership
- vi. 2003 Winner of Health Services Journal Award for Lifelong Learning with Strategic Health Authority

The following mapping exercise demonstrates how the course outcomes have been mapped against each module.

What a graduate should know and be able to do on completion of the programme

Knowledge and understanding in the context of the subject

- K1 – Knowledge of the principles and theories underpinning the academic study of health and social care
- K2 – Designated health studies/social care topics relevant to their care practice
- K3 – Policy and legislation relevant to the care field and their own job role
- K4 – Appreciation of the values and attitudes concurrent with good health/social care practice
- K5 – Their own job role within the context of the organisation and the wider socio-economic and political context

Cognitive skills in the context of the subject

- C1 – Analyse and evaluate theoretical evidence which contributes to an understanding of health and social care
- C2 – Make links between research, theory and practice
- C3 – Recognise own responsibilities and wider accountability structures in relation to practice
- C4 – Evaluate the extent to which the principles of good practice are incorporated into their own care practice and that of the organisation
- C5 – Utilise appropriate models in care planning, implementation and review
- C6 – Critically reflect on self-development

Subject-specific practical/professional skills

- S1 – Apply the principles and theories to issues underpinning health and social care provision
- S2 – Demonstrate care practice in a manner which reflects understanding of specific vocational knowledge
- S3 - Demonstrate a working knowledge of policy and legislation relevant to the area of practice
- S4 – Carry out care tasks with regard for equity, autonomy, trust, dignity and choice in relation to service users
- S5 – Contribute to the health and well-being of service users as part of a team and in partnership with other agencies
- S6 – Reflect on their own practice and give and receive constructive feedback

Other skills (e.g. key/transferable)

- O1 – Communicate effectively using appropriate verbal and non-verbal skills
- O2 – Communicate effectively in writing with regard to reports, essays and record keeping
- O3 – Demonstrate the use of word-processing functions and use ICT to communicate effectively
- O4 – Select procedures to solve problems systematically from a range of possible solutions
- O5 - Apply numerical skills in the gathering, interpretation and representation of data
- O6 – Work with others to achieve collective goals and contribute to the process of allocating responsibility
- O7 – Engage in continuing professional development giving and making use of constructive feedback