

**Programme Specification**

**Programme Title: Foundation Degree (FdA) in Health and Social Care**

<b>Awarding Institution:</b>	University of Bolton		
<b>Teaching Institution:</b>	University of Bolton		
<b>Division and/or Faculty/Institute:</b>	Faculty of Wellbeing and Social Sciences		
<b>Professional accreditation</b>	Professional body	Professional body URL	Status of graduates
<b>Final award(s):</b>	Foundation Degree (FdA)		
<b>Interim award(s)</b>	None		
<b>Exit or Fallback award(s)</b>	Certificate of Higher Education in Health and Social Care		
<b>Programme title(s)</b>	Health and Social Care		
<b>UCAS Code</b>	L510 FD/HSC		
<b>JACS Code</b>	B700		
<b>University Course Code(s)</b>	Full-Time: HLT0003 Part-Time: HLT5013		
<b>QAA Benchmark Statement(s)</b>	<p>Foundation Degree in Health and Social Care QAA Code of Practice for the Assurance of Academic Quality and Standards in HE: Section 9 Work-Based and Placement Learning September 2007</p> <p>QAA Foundation Degree Qualification Benchmark May 2010: Accessibility: Articulation and progression; Flexibility: Partnership: <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Foundation-degree-qualification-</a></p>		

	<a href="#">benchmark.pdf</a>
<b>Other internal and external reference points</b>	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education</p> <p>University of Bolton awards framework</p> <p>NHS North West</p> <p>Skills for Health</p>
<b>Language of study</b>	English
<b>Mode of study and normal period of study</b>	<p>Full time – 2 years</p> <p>Part time – 3 years</p>
<b>Admissions criteria</b>	
<p>All applicants will be required to be interviewed, this will either be with the employers out in the practice area or will be in the University</p> <p>All students will be required to undertake a diagnostic exercise to consider both reading and writing skills and understanding around health and social care</p> <p>One subject at 'A' level, or 2 subjects at AS/VS 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.</p> <p><b>OR</b></p> <p>Substantial practice Health and Social Care Experience: This will be discussed at interview / diagnostic exercise to be completed to identify necessary ability</p> <p>Also a minimum IELTS score of 6.0. must be achieved prior to entry onto the programme for those whose first language is now English</p>	
<b>Additional admissions matters</b>	
You must be in employment within the Health and Social Care sector. You should be able to	

demonstrate sufficient hours and support from your employer in terms of meeting competencies for the portfolio. CRB will be checked by the practice area and will be confirmed in the portfolio.

### **Fitness to practise declaration**

This programme is subject to the University's fitness to practise procedures (See link)

<http://www.bolton.ac.uk/students/policiesproceduresregulations/allstudents/documents/fitnessstoppracticeprocedurejuly2011.pdf>

### **Aims of the programme**

The principal aims of the programme are:

1. To enable you to be a graduate of the Foundation Degree and have transferable academic and work-based skills, through the development of knowledge and competence
2. To provide you with a high quality educational programme, in partnership with employers which fosters a multi-agency approach to health and social care provision
3. To provide a curriculum which is responsive to individual practitioner and employer needs within the changing context of the health and social care sector
4. To provide you with a supportive and stimulating learning experience relevant to work-based learning, with the development of academic skills and ability
5. To enable you to be an Assistant Practitioner or pursue a similar role in the health and social care sector
6. To provide progression routes to Honours degree programmes

### **Distinctive features of the programme**

The curriculum directly meets the needs of the local and national economy, providing a vocationally relevant Higher Education programme to meet the demand for intermediate skills. This will allow you to pursue a number of career opportunities and allow you to build confidence in terms of understanding around health and social care.

The programme is based upon widening participation, offering people from diverse backgrounds the opportunity to undertake vocationally-orientated Higher Education level learning. This means that you will develop academic skills throughout the programme and there will be a strong emphasis upon support in both academic and work-place development.

The emphasis upon work-based learning allows much of the learning and some of the

delivery to occur within the work-place, through recognition of the skills and knowledge developed when working in the health and social care sector. This means that you will be encouraged to reflect upon practice and take learning back into practice, whilst drawing from your experiences in the workplace to consider academic theory.

The design of the programme has flexibility, which allows it to draw from changes in practice and current policy. Emphasis is placed upon bridging the gap between health and social care which will equip you with appropriate skills and knowledge, alongside your academic development.

Collaborative approach is fundamental to delivery of the programme, to ensure that the programme continues to meet the needs of both yourselves and employers. Hence there will be well co-ordinated practice and theory development, with regular interaction between the University and the Workplace, this is based on the work of the Work-Based Education Facilitator and the link tutors.

### **Core Standards for Assistant Practitioners (Skills for Health)**

As part of the Foundation Degree in health and Social Care you will complete the competency framework below:

<b>Standard 5</b> The Assistant Practitioner should be competent in the following areas		
<b>Standard</b>	<b>Competency</b>	<b>Module / location in programme:</b>
CfA 105	Store and retrieve information	Communication & ICT
CfA 106	Use IT to exchange information	E learning Induction Communication and ICT
GEN 22	Communicate effectively with individuals	Communication and ICT Induction
GEN 12	Reflect on your own values, priorities, interests and effectiveness	Communication and ICT Induction Portfolio/PDP in practice
GEN 13	Synthesise new knowledge into the development of your own practice	Using Evidence Portfolio evidence of practice development
GEN 23	Audit your own work practice	Using Evidence Portfolio evidence of PDP
GEN 63	Act within the limits of your competence	Legal and Ethical Issues
HSCD5	Comply with legal requirements for confidentiality	Legal and Ethical Issues / Practice mandatory training

HSC 22	Support the health and safety of self / others	Health Safety and Emergency Care Practice based training
HSC 23	Develop your knowledge and practice	Module Communication and ICT Induction / Portfolio
HSC 24	Ensure your actions support the care protection and well being of individuals	Module Principles of Care
HSC 234	Ensure your actions support equality, diversity and responsibilities of others	Principles of care
HSC234	Promote the well being and protection of children and young people	Principles of care
H&LD 5	Allocate and check work in your team	Where appropriate in practice
CHS 118	Form a professional judgement of an individual's health condition	Planning Care delivery / Clinical skills
ENTO WRV1	Make sure your actions contribute to a positive & safe working culture	Health safety and Emergency Care
GEN 4	Prepare individuals for clinical/therapeutic activities	Clinical / Therapy Skills
Gen 5	Support individuals during and after clinical/therapeutic activities	Clinical / Therapy Skills
GEN 6	Prepare the environment for clinical/therapeutic activities	Clinical / Therapy Skills
Gen 7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	Clinical/therapy skills
GEN 8	Assist the practitioner to implement clinical/therapeutic activities	Clinical/therapy skills
HSC 21	Communicate and complete records for individuals	Embedded in the programme
IPC 2	Perform hand hygiene to prevent the spread of infection	Clinical/therapy skills Mandatory Trust training
AG2.1	Contribute to assessing the needs and preferences of individuals	Planning Care delivery Clinical skills
AG2.2	Support the development and	Planning Care delivery/ Clinical skills

	implementation of care plans	
AG2.3	Contribute to the reviewing of care plans	Planning Care delivery/ Clinical skills
HSC 241	Contribute to the effectiveness of teams	Embedded in the programme Group Dynamics and Working in Teams
HSC3100	Participate in inter-disciplinary team working to support individuals	Group Dynamics and Working in Teams
GEN44	Liaise between primary, secondary and community teams	Embedded in the programme Collaborative Health and social Care
<b>Where Assistant Practitioners have a clinical role</b>		
H&LD 5	Allocate and check work in your team	Where appropriate in practice
CHS 118	Form a professional judgement of an individual's health condition	Year 2 Core module Planning Care delivery Clinical skills module
ENTO WRV1	Make sure your actions contribute to a positive & safe working culture	Embedded in the programme Health safety and Emergency Care module
GEN 4	Prepare individuals for clinical/therapeutic activities	Clinical skills / Therapy
Gen 5	Support individuals during and after clinical/therapeutic activities	Clinical skills / Therapy
GEN 6	Prepare the environment for clinical/therapeutic activities	Clinical skills / Therapy
Gen 7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	Clinical skills / Therapy
GEN 8	Assist the practitioner to implement clinical/therapeutic activities	Clinical skills / Therapy
HSC 21	Communicate and complete records for individuals	Embedded in the programme
IPC 2	Perform hand hygiene to prevent the spread of infection	Clinical skills / Therapy Mandatory Trust training

<b>Programme learning outcomes</b>
<b>K. Knowledge and understanding</b>
On successful completion of the programme you will be able to demonstrate systematic knowledge and understanding of:
1. The principles and theories underpinning the academic study of health and social care
2. Designated health studies/social care topics relevant to your care practice
3. Policy and legislation relevant to the health and social care field and your job role
4. The values and attitudes concurrent with good health and social care practice
5. Your own job role within the context of your organisation and the wider socio-economic and political context
<b>C. Cognitive, intellectual or thinking skills</b>
On successful completion of the programme you will be able to demonstrate the ability to:
1. Analyse and evaluate theoretical evidence which contributes to an understanding of health and social care
2. Make links between research, theory and practice
3. Recognise your responsibilities and wider accountability structures in relation to practice
4. Evaluate the extent to which the principles of good practice are incorporated into your own care practice and that of your organisation
5. Utilise appropriate models in care planning, implementation and review
<b>P. Practical, professional or subject-specific skills</b>
On successful completion of the programme you will be able to demonstrate the ability to:
1. Apply the principles and theories to issues underpinning health and social care provision
2. Follow policy and legislation relevant to your area of practice
3. Carry out care tasks with regard for equity, autonomy, trust, dignity and choice in relation to service users

4. Contribute to the health and wellbeing of service users as part of a team and in partnership with other agencies

5. Reflect on your own practice and give and receive constructive feedback

### **T. Transferable, key or personal skills**

On successful completion of the programme you will be able to demonstrate the ability to:

1. Communicate effectively using appropriate verbal and non-verbal skills

2. Communicate effectively in writing with regard to reports, essays and record keeping

3. Make use of word-processing functions and use ICT to communicate effectively

4. Select procedures to solve problems systematically from a range of possible solutions

5. Apply numerical skills in the gathering, interpretation and representation of data

6. Work with others to achieve collective goals and contribute to the process of allocating responsibility

7. Critically reflect on your self-development

### **Programme structure**

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

3 years part-time, 2 trimesters per year. 80 credits after one year, 240 credits on completion of the programme after 3 years. All modules are 20 credits each.

<http://www.bolton.ac.uk/Quality/QAECContents/APPR/Home.aspx>

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
HSC4000	Communication and Information Technology	C	20	1
HSC4001	Legal and Ethical Issues	C	20	1
HSC4002	Introduction to Social Policy	C	20	1
HSC4003	Using Evidence	C	20	1
HSC4004	Principles of Care	C	20	1
HSC4005	Health, Safety and Emergency Care	C	20	1
HSC5000	Group Dynamics and Working in Teams	C	20	1
HSC5001	Collaborative Health and Social Care	C	20	1
HSC5002	Planning Care Delivery	C	20	1



HSC5004	Health Promotion –Challenges and Opportunities	O	20	1
HSC5006	Mental Health Care, Perspectives and Practice	O	20	1
HSC5007	Working With Older People	O	20	1
HSC5008	Disability and Society	O	20	1
HSC5009	Working With Young People	O	20	1
HSC5010	Clinical Skills	O	20	1
HSC5011	Therapy Skills	O	20	1
HSC5012	Children & Families	O	20	1
HSC5013	Introduction to Psychology in Health and Social Care	O	20	1
HSC5014	Management of Long-term Conditions	O	20	1
HSC5015	Acute Illness Management	O	20	1
HSC5003	End of Life and Palliative Care	O	20	1
HSC5005	Social Inclusion, Empowerment and Health	O	20	1

### **Learning and teaching strategies**

A variety of teaching methods is used during the programme to accommodate different learning styles and provide you with a rich and varied learning experience. The aim throughout the programme will be to develop a wide range of knowledge and skills which will enhance learning and future academic and competency development.

Theory will be delivered at the University or out in the practice area on a dedicated study day. A combination of lectures, groups based activities and seminars will be used, there will also be some practical and skills session, for example, related to clinical skills.

Lectures play an important part throughout the course and will be used throughout your Foundation Degree; the purpose of lectures is to disseminate theoretical and empirical information. There will also be group discussion and group activities which will involve reflection on / giving consideration to practice, which is seen to be really essential in terms of the ethos of the programme.

Self-Directed Study time (SDS), is also an important aspect of the programme, this is time which will allow you to develop and extend your academic skills. There will be an expectation that study will take place individually and you will be encouraged to read around the subjects and make use of the Virtual Learning Environment (VLE), which will have additional resources available for you. Personal study time should also be used preparing for seminar activities, working on assignments or revising for examinations. At the beginning of the programme you will be given guidance around how to structure this time. As you make progress on the programme and you become more confident in your own abilities you will need less guidance, becoming increasingly able to identify what needs to be undertaken for your academic success.

There will also be an expectation that learning will take place in the workplace, as this is crucial to the ethos of the foundation degree. Learning is centred on the workplace environment with an emphasis on learning at work and learning through work. The theory–practice link is of great importance and will be made through the promotion of reflection on practice and drawing from practice experiences throughout the programme of study. You will have considerable one to one support from both tutors and Work-Based Education Facilitators, who will work alongside you in both the work-place and the University. Distance and on-line resources will also be used to complement the learning process, which is once again associated with a positive learning environment and flexibility to meet your needs.

### Learning activities (KIS entry)

	Course Year	
	1	2
<i>Scheduled learning and teaching activities</i>	<b>21%</b>	<b>21%</b>
<i>Guided independent study</i>	<b>29%</b>	<b>29%</b>
<i>Placement: (Work Based Learning)</i>	<b>50%</b>	<b>50%</b>

### Assessment strategy

During the Foundation Degree in Health and Social Care a variety of assessments will be used, including reports, essays, case study analysis, group discussion and reflective accounts. You will also be involved in seminar discussion and individual presentations. Practical tests and written tests will also be used. Throughout the programme you will develop a portfolio. This will be based upon completion of competencies relevant to your role and linking with their academic learning, other evidence will include witness testimony and reflective accounts.

The assessment strategy is based around the development academic skills alongside the development of skills and knowledge. Your first year assessments are based upon increasing academic skills and moving towards increasing independence. Formative assessment will be build into your classes, for example, lectures will be followed by group work, which will be around linking theory and practice. Class discussion will also be used as a way of sharing experiences and making further links between the learning and what occurs within health and social care. Making these connections will enable you to feel confident in your ability. Furthermore, you will produce outlines and plans of your work to discuss at

individual tutorials, which will give you the confidence and guidance to succeed. Further support will be offered by your Work-Based Education Facilitator enabling you make meaningful links between theory and practice.

In terms of summative assessment, you will receive detailed feedback, this will demonstrate how you have achieved / measured against the assessment criteria. Also, each assignment will include points for further development; this aims at increasing your academic awareness and skills. You will be invited to meet with your tutor in person for to discuss assessment feedback, this will also be discussed with your Work-based Educator Facilitator, who might encourage you to develop an action plan to improve your skills, leading to greater academic confidence. The opportunities for further development of academic skills through the assessment process are a crucial part of widening participation.

Various types of assessment will be utilised with the intention of building different skills, also linking with different learning styles, the intention is to give a varied and beneficial experience equipping you for future learning and role development. There will be different written assessment, including essays, assignment, reports, reflections and examination papers. There will be individual and groups presentations, seminar discussions and presentation at events. There will also be assessment around skills and work based upon case studies. Because the work-based aspect of the programme is so important, during the programme you will build a portfolio, which will demonstrate your skills/ competency and role development. This will be highly structured and supported by the work of the work-based education facilitator and your work-based mentor. You will also be asked to undertake personal and professional planning as part of this portfolio, which will allow you to consider current roles and responsibilities whilst thinking of your future. This will be assessment and monitored throughout the programme, and will be crucial in demonstrating meeting the Core Competencies for Assistant Practitioners.

[www.skillsforhealth.org.uk/images/stories/Resource-Library/PDF/Core-standards-for-APs.pdf](http://www.skillsforhealth.org.uk/images/stories/Resource-Library/PDF/Core-standards-for-APs.pdf)

### Assessment methods (KIS entry)

	1	2
Written exams	17%	100
Coursework	83%	0%
Practical exams	0%	0%

**NB Second year will vary with Specialist choices, this is based upon the core modules**

### Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

[www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AssandExam.aspx](http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AssandExam.aspx)

### **Role of external examiners**

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

### **Support for student learning**

- The programme is managed by a programme leader
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students
- Each student will have a Work-based Education Facilitator / Practice Trainer, who will support the student both in University and in the workplace. They will link with the workplace to ensure their work place learning element is satisfactory and allows for competency development
- A mentor will be allocated in the workplace who will assess the learners level of competency

### **Methods for evaluating and enhancing the quality of learning opportunities**

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff

- External examiner reports
- NHSNW will monitor the provision on an annual basis
- Employers will be asked to evaluate as part of the collaborative partnership
- FE partners will also be subjected to and feed into Programme Evaluation

**Other sources of information**

Student portal <http://www.bolton.ac.uk/Students/Home.aspx>

Students Union <http://www.ubsu.org.uk/>

Faculty or similar Handbook (add link) <http://www.bolton.ac.uk/Students/FacultyofWell-BeingSocialSciencesHandbook.pdf>

Programme Handbook (add link)

Student Entitlement Statement

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentServices/Documents/StatementOfService.doc>

Module database (add link)

Moodle (for the programme?) (add link)

External examiners reports

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

<http://www.bolton.ac.uk/Careers/Home.aspx>

**Document control**

**Author(s)**

**Joanne Smith**

**Approved by:**

**Date approved:**

**Effective from:**

**Document History:**

Learning outcomes map

Module title	Mod Code	Status C/ O/ E	K 1	K 2	K 3	K 4	K 5	C 1	C 2	C 3	C 4	C 5	P 1	P 2	P 3	P 4	P 5	T 1	T 2	T 3	T 4	T 5	T 6	T 7
Communication and Information Technology	HSC4000	C	D T A	D T A		D T A	D	T A	D T A		D				D		D T	D T A	D T A	D T A			D	D T A
Principles of Care	HSC4004	C	D T A		D T A	D T A	D T A		D T A	D T A	D T A	D	D T A	D T A	D T A			D T A	D T A	D			D	D
Legal and Ethical Issues	HSC4001	C	T A	D T A	D T A	D T A	D		D	D T A	D T A		D T A	D T A	D T A	D T A		D T A	D T A	D	D T A		D T A	D
Using Evidence	HSC4003	C	D T A	D T A				D T A	D T A		D		D T A					D T A	D T A	D		D		D
Health, Safety and Emergency Care	HSC4005	C		D T A	D T A					D T A			D T A	D T A	D T A		D T A		D T A		D T A	D T A	D	D
Introduction to Social Policy	HSC4002	C	D T A		D T A	D T	D	D T	D T A					D T A	D T A			D T A	D T A	D T A	D T A	D	D T	
Planning Care Delivery	HSC5002	C	D	D T A	D T A	D T A			D	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A		D T A	D
Group Dynamics and	HSC5000	C	D			D T	D T		D	D T	D T	D T					D T	D T	D T	D T	D T		D T	D T

Working in Teams						A	A			A						A	A	A		A		A	A
Collaborative Health and Social Care	HSC5001	C	D T A	D	D T A		D	D T A	D T A	D	D				D T A	D T A	D T A	D T A		D T A		D T A	D
Health Promotion – Challenges and Opportunities	HSC5004	O	D T A	D T A	D T A		D	D T A	D T A	D	D		D T A	D T A	D		D T A	D T A	D T A		D	D T A	
Mental Health Care, Perspectives and Practice	HSC5006	O	D T A	D	D T A	D T A	D	D T A	D T A	D	D		D T A	D T A	D	D	D T A	D T A	D T A	D		D	D T A
Working With Older People	HSC5007	O	D T A	D T A	D T A	D	D	D T A	D T A	D		D	D T A	D T A	D	D	D T A	D T A	D T A		D T A		D
Disability and Society	HSC5008	O	D T A	D	D T A	D T A	D	D T A	D T A		D T A	D	D T A	D T A	D	D	D T A	D T A	D T A			D	D
Working With Young People	HSC5009	O	D T A	D	D T A	D T A	D	D T A	D T A	D			D T A	D T A	D		D T A	D T A	D T A	D	D T A	D	D T A
Children and Families	HSC2012	O	D T A		D T A	D T A			D T A	D T A			D T A		D T A				D T A	D			D T A
Introduction to Psychology	HSC5013	O	D T A				D T A		D T A	D T A			D T A	D T A			D			D T A		D T A	D T A
Clinical Skills	HSC2010	O		D T A	D T A		D T A		D T A	D T A				D T A		D T A		D T A	D T A	D	D T A	D T A	D T A

Therapy Skills	HSC2011	O		D	D		D			D				D		D	D		D	D	D		D	D
										T				T		T			T	T			T	T
										A				A		A			A	A			A	A
Management of Long-term Conditions	HSC2014	O	D	D	D	D			D	D	D		D	D		D	D		D	D			D	D
			T		T				T		T		T	T		T			T	T			T	T
			A		A				A		A		A	A		A			A	A			A	A
Acute Illness Management	HSC2015	O	D	D	D		D			D		D	D	D	D	D	D		D			D	D	D
			T	T						T		T	T	T	T	T	T		T				T	T
			A	A						A		A	A	A	A	A	A		A				A	A
End of Life and Palliative Care	HSC5003	O	D	D	D	D	D	D	D	D	D		D		D	D	D	D	D			D		D
			T	T	T	T	T	T	T	T			T				T	T	T			T		T
			A	A	A	A	A	A	A	A			A				A	A	A			A		A
Social Inclusion, Empowerment and Health	HSC5005	O	D		D	D	D	D	D		D		D		D			D	D	D		D		D
			T		T	T		T	T				T		T			T	T	T		T		T
			A		A	A		A	A				A		A			A	A	A		A		A

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing

Programme specification: [FdA Health and Social Care]

Date: [26.6.2012]



Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option/ Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Communication and Information Technology	HSC4000	✓	4	20	C	Core	NA	CW	70	N	WBL	30	Y			
Principles of Care	HSC4004	✓	4	20	C	Core	NA	CW	70	N		30	y			
Legal and Ethical Issues	HSC4001	✓	4	20	C	Core	NA	CW			OTHR			WBL	0	Y
Using Evidence	HSC4003	✓	4	20	C	Core	NA	OTHR	20		CW	80	Y	WBL	0	
Health, Safety and Emergency Care	HSC4005	✓	4	20	C	Core	NA	EX	70		WBL	30	Y			
Introduction to Social Policy	HSC4002	✓	4	20	C	Core	NA	CW	20		CW	80	Y			
Planning Care Delivery	HSC5002	✓	5	20	C	Core	NA	CW	70		WBL	30	Y			
Group Dynamics and Working in Teams	HSC5000	✓	5	20	C	Core	NA	CW	70		WBL	30	Y			
Collaborative Health and Social Care	HSC5001	✓	5	20	C	Core	NA	OTHR	70		WBL	30	Y			
Health Promotion –	HSC5004	✓	5	20	O	Optional	NA	CW	70		WBL	30	Y			

Challenges and Opportunities																	
Mental Health Care, Perspectives and Practice	HSC5006	✓	5	20	O	Optional	NA	CW	80		WBL	20	Y				
Working With Older People	HSC5007	✓	5	20	O	Optional	NA	CW	70		WBL	30	Y				
Disability and Society	HSC5008	✓	5	20	O	Optional	NA	CW	80		WBL	20	Y				
Working With Young People	HSC5009	✓	5	20	O	Optional	NA	CW	80		WBL	20	Y				
Children and Families	HSC5012	✓	5	20	O	Optional	NA	CW	70		WBL	30	Y				
Introduction to Psychology In Health & Social Care	HSC5013	✓	5	20	O	Optional	NA	CW	80		WBL	20	Y				
Clinical Skills	HSC2010	✓	5	20	O	Optional	NA	CW	70		WBL	30	Y				
Therapy Skills	HSC5011	✓	5	20	O	Optional	NA	CW	70		WBL	30	Y				
Management of Long-term Conditions	HSC5014	✓	5	20	O	Optional	NA	EX	50		OTHR	30		WBL	20	Y	
Acute Illness Management	HSC5015	✓	5	20	O	Optional	NA	EX	40		OTHR	40		WBL	20	Y	
End of Life and Palliative Care	HSC5003	✓	5	20	O	Optional	NA	CW	70		WBL	30	Y				
Social Inclusion, Empowerment and Health	HSC5005	✓	5	20	O	Optional	NA	CW	80		WBL	20	Y				

Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact &	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Communication and Information Technology	HSC4000	C	T,A,D	T,A,D	T,A	T,A,D		T,A,D			T,A,D		D	T,A,D		T,A
Principles of Care	HSC4004	C	T,A,D	T,A,D				T,A,D		T,A,D	T,A,D		T, D	T,A,D		T,A,D
Legal and Ethical Issues	HSC4001	C	T,A,D	T,A,D	T,A,D	T,A,D	D				D		T,A,D			T,A,D
Using Evidence	HSC4003	C	T,A,D	T,A,D	D	D	D		T,A,D			T, D		D		
Health, Safety and Emergency Care	HSC4005	C	T,A,D				T,A,D	T,A,D				T,A,D				
Introduction to Social Policy	HSC4002	C				T,A,D	T, D			T,A,D				T,A,D	D	T,A,D
Planning Care Delivery	HSC5002	C	T,A,D	T,A,D	D	T,A,D		T,A,D	T,A,D	T,A,D		T,A,D	D	T,A,D	D	T,A,D
Group Dynamics and Working in Teams	HSC5000	C	T,A,D	T,A,D	T,A,D					T,A,D	T,A,D		T,A,D			
Collaborative Health and Social Care	HSC5001	C	T,A,D	T,A,D	T,A,D	T,A,D		D		T,A,D		T,A,D	D		D	T,A,D

Programme specification: [FdA Health and Social Care]

Date: [26.6.2012]

Health Promotion – Challenges and Opportunities	HSC5004	O	D	T,A,D	T,A,D	T,A,D	T,A,D			T,A,D		T,A,D	T,A,D	D	D	D
Mental Health Care, Perspectives and Practice	HSC5006	O	T,A,D	D	D			T,A,D			T,A,D		D			T,A,D
Working With Older People	HSC5007	O	T,A,D	D		T,A,D			T,A,D	D			T,A,D	D		T,A,D
Disability and Society	HSC5008	O	T,A,D	T,A,D				D	T,A,D	D	D		T,A,D	D		T,A,D
Working With Young People	HSC5009	O	T,A,D					D	T,A,D				T,A,D			T,A,D
Children and Families	HSC5012	O	T,A,D						T,A,D				T,A,D			T,A,D
Introduction to Psychology	HSC5013	O								T,A,D			T,A,D			
Clinical Skills	HSC5010	O	T,A,D	D		T, D	T,A,D	D				T,A,D	T,A,D		D	
Therapy Skills	HSC5011	O	T,A,D			T,A,D	D					T,A,D			D	
Management of Long-term Conditions	HSC5014	O	T,A,D	T,A,D		T,A,D		T,A,D		T,A,D		T,A,D			D	
Acute Illness Management	HSC5015	O	T,A,D	T,A,D			T,A,D	T,A,D				T,A,D			D	
End of Life and Palliative Care	HSC5003	O	T,A,D	T,A,D	D	D		T,A,D	T,A,D			T,A,D	T,A,D		D	T,A,D
Social Inclusion, Empowerment and Health	HSC5005	O	D	D		T,A,D	D	T,A,D			D		T,A,D	T,A,D	D	T,A,D

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Programme specification: [FdA Health and Social Care]

Date: [26.6.2012]

