

| **Middlesbrough College**

| **Foundation Degree in Health, Wellbeing and Social Care**

| Programme Specification

| May 2018



Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Health, Wellbeing and Social Care
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	240
UCAS Code	N.A.
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Health Studies (2016) Foundation Degree Characteristics (2015)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT Face-to Face
Duration of the programme for each mode of study	FT: 2 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	May 2018

Please note: This 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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aims of the programme are to:

- promote the safety and wellbeing of individuals, families, households and the wider community, utilising public health interventions to reduce health inequalities;
- develop knowledge and understanding of quality improvement in the health and social care sector and how to contribute to this effectively and constructively;
- develop underpinning knowledge, understanding and skills for success/enhancement in employment, future study or career advancement;
- develop students' ability critically to appraise a range of information and data;
- develop students to become reflective practitioners and appreciate international contexts;
- develop students to become independent learners.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This Foundation Degree *Health, Wellbeing and Social Care* award is a two-year programme of study. Some students apply directly to study the Foundation Degree, others may apply to the Certificate in Higher Education *Health, Wellbeing and Social Care* and upon successful completion, enter Year 2 of the Foundation Degree. The content of the first year of the Foundation Degree is identical to the Certificate in Higher Education *Health, Wellbeing and Social Care*.

Offering both the Cert. HE and Foundation Degree programmes in *Health, Wellbeing and Social Care* provides students with flexibility as some individuals chose to enrol on a nursing qualification, or to enter employment, on completion of the Cert. HE.

For students successfully completing the Foundation Degree in *Health, Wellbeing and Social Care* a range of professional courses is available such as ex-NHS bursary courses. Students successfully completing the Foundation Degree can also apply for employment in a range of roles including support workers, associate practitioners and assistant social workers within Health, Public Health and Social Care. Another option is for students to top-up their Foundation Degree with a *bespoke BSc (Honours) Health, Wellbeing and Social Care* which is being validated by the Programme Team alongside this Foundation Degree award.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

Students who are not currently in employment in the health and social care sector will usually commence work-based practice from Week 6 of the programme and will normally complete 150 hours (e.g. 20 days x 7.5 hours) per year. Placements are currently organised by the College and a Placement Co-ordinator appointed by the College. Placements are vetted according to College policy and procedures to ensure the suitability and safety for the students.

For applicants in employment, a letter of support from the manager is required. If the applicant's workplace is currently not part of the College's placement scheme, the organisation is first vetted by the College.

Students are prepared for placements during the theory component of the 60-credit work-based learning module; *WBL: Health and Social Care Practice* (Year 1) and *WBL: Health and Social Care Service Development* (Year 2). In both WBL modules, an e-portfolio is used as a record of practice experience corresponding to the Standards of the [Care Certificate](#) in Year 1 and the Guidance Statements of the [SfH/SfC Code of Conduct](#) in Year 2. Evidence required for the successful completion of the e-Portfolio and support is provided through the *WBL handbook*.

Students are supported in practice by a Practice Mentor and an Academic Mentor. The Practice Mentor is a nominated member of staff from the practice setting who is an experienced practitioner. The Practice Mentor role is to support the student during their work-based practice. The Practice Mentor will normally hold a registered qualification - e.g. social worker, nursing or a registered manager's qualification - and have a minimum of two years post-registration experience. The Practice Mentor provides learning opportunities and resources relevant to the programme and ensure a safe learning environment.

The Practice Mentor and student are also supported by the Academic Mentor, who will visit the student and Practice Mentor if this is required at any point during the programme to discuss the student's progress. The Practice Mentor is involved in agreeing student Action Plans and formative progress reviews. All Mentors sign to confirm that:

1. Any written work the student has completed is relevant to the practice setting.
2. The student has completed the required practice hours.
3. The student has behaved in a manner that demonstrates safe and effective practice relevant to their role.
4. The student has worked with clients and colleagues in a respectful manner that is commensurate with the service/organisation's code of conduct.

The Academic Mentor and Placement Mentor are available for support via telephone or email at any point in the programme, particularly where the Mentor or student has concerns e.g. regarding the student's practice or the Practice Placement. The Practice Mentor is provided with a Mentor Handbook detailing their role and responsibilities. The Mentor Handbook also includes details of the programme and the student's learning requirements, including assessments and dates for formative meetings in practice.

Practice Mentor workshops are offered biannually to provide training and introduce them to the requirements of the e-portfolios. The workshops are also an opportunity for dialogue and problem-solving between Mentors from different practice settings. Workshops are normally offered in the autumn and summer term once students have been allocated to a placement and Practice Mentors have been identified.

2.4 List of all exit awards

Cert. HE Health, Wellbeing and Social Care [120 Credits] Foundation Degree (Fd) Health, Wellbeing and Social Care [240 Credits]
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3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Academic Study Skills and Digital Literacy	20			Y	1 and 2
Safeguarding Vulnerable Individuals	20			Y	1
Health and Wellbeing in Context	20			Y	2
WBL: Health and Social Care Practice	60			N	1 and 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy / assessment methods
<p>A1: Describe, explain and utilise key elements, theories and concepts that underpin health and wellbeing.</p> <p>A2: Describe, explain and apply legislation, policies and guidelines relevant to health, social care and public health.</p> <p>A3: Identify and explain the importance of ethical values, codes of practice and principles in the health, community and social care settings.</p>	<p>A1: The modules <i>WBL: Health and Social Care Practice</i> and <i>Health and Well-Being in Context</i> use a combination of lectures, seminars and workshops to introduce key elements, theory and concepts that underpin health and wellbeing. Students are encouraged to discuss their own observations and experiences (particularly in relation to their placement) and utilise this dialogue as the basis for developing an understanding of sociological concepts. Activities are used to reinforce both the language used within the sector and professional expectations. This activity is assessed via five reflective accounts within an e-portfolio, as well as the reflective care study where students are required to utilise these concepts.</p> <p>A2: The module <i>WBL: Health and Social Care Practice</i> provides an underpinning of legislation, policy and guidelines relating to health and care in general. All written work should be supported with the relevant policy and guidelines that underpins practice. In the module <i>Safeguarding Vulnerable Individuals</i>, the focus moves to legislation as it links directly to the safeguarding of vulnerable individuals within health and care. All modules cover relevant legislation and policy associated with the specific topic area, for example, within the <i>Health and Wellbeing in Context</i> module there is a significant focus upon the Care Act 2014 and how this is used to support individuals with care needs.</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A4: Identify and explain the changing nature of health, social care and public health provision in the UK prior to, and since development of, the welfare state.

A5: Describe and explain person-centred care and strategies used to empower, safeguard and minimise risk for individuals within their care.

A6: Describe, explain and utilise key elements of evidence-based practice.

A3: The module *WBL: Health and Social Care Practice* introduces the students to concepts and theories relating to ethics and professional principles of health and care. Students' e-Portfolios are mapped to the standards within the [Care Certificate](#) and students are assessed on their ability to demonstrate knowledge and understanding, skills and practical experience relating to these standards. Throughout their reflective care study, students are expected to demonstrate knowledge and understanding of the ethical, professional and legal issues relating to their area of practice.

A4: The module *Health and Wellbeing in Context* explores the changing nature of health and social care since the introduction of the welfare state, including social change and political influences. Students are facilitated to explore concepts associated with the move away from institutional care and towards person-centred care and the policy and processes that have contributed to the changes. This activity includes the patient voice and narratives used to promote the rights of oppressed and minority groups.

A5: The module *Safeguarding Vulnerable Individuals* employs a combination of lectures, seminars and research tasks to promote knowledge and understanding of the strategies used to safeguard individuals and to assess and minimise risks within multiple settings. Tutorials are utilised to provide verbal feedback for students' presentations and workbooks. In the module *Safeguarding Vulnerable Individuals*, the focus moves to legislation as it links directly to the safeguarding of vulnerable individuals within health and care.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	A6: The module <i>Academic Skills and Digital Literacy</i> introduces students to evidence-based practice approaches to finding and selecting research. Lectures are used to introduce the students to PICO/PIO and formulating research questions. Workshops are used to support the development of searching in academic databases using Boolean Operators. Students are assessed via their ability to produce an essay using academic conventions for writing, based on a research question, demonstrating structured search techniques and utilising the evidence/ research and data that they have located.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Gather, record and describe data and information from a range of sources to demonstrate application of best available evidence to support practice.	B1: The <i>Academic Study Skills and Digital Literacy</i> module introduces key concepts in evidence-based practice including the use of PICO/PIO/PEO to formulate questions and search academic databases. This activity is assessed via a series of questions in a workbook where students formulate their own focused question, conduct and record a search and write an essay applying the best available evidence to the focused question. This activity is further developed in the module <i>Work-Based Learning Health and Social Care Practice</i> , where students use a reflective model to identify an aspect of practice and an approach/ intervention. Their reflective writing involves applying the best available evidence to effective care practice within the student's practice setting.
B2: Justify the use of evidence from a range of appropriate sources assessing the credibility, reliability and validity of the data.	

3B. Cognitive skills

B3: Apply given tools/methods accurately and carefully to a well-defined problem related to health and social care and appreciate the complexities of associated issues.

B4: Recognise the provisional and changing nature of knowledge and practice related to client/user/carers in the health and social care sector.

B2: Through lectures and workshops, the module *Academic Study Skills and Digital Literacy* facilitates students to develop their ability to use appropriate sources and justify their use. Students are assessed via their ability to assess the credibility, reliability and validity of the data being used within their workbook.

B3: The module *Safeguarding Vulnerable Individuals* uses a series of keynote lectures to introduce students to the strategies used to both respond to and minimise the physical and psychosocial effects of abuse. Students are also encouraged - through the use of media case studies relating to social work interventions - to identify strengths and limitations of the approaches within a complex situation. This activity is further developed through the use of a serious case review within the assessment that uses a workbook to enable students to consider these strategies and their complexity.

B4: The module *Safeguarding Vulnerable Individuals* is delivered in the first 15 weeks of the programme reflecting the importance that students understand their role and the actions that they may need to take whilst working with vulnerable individuals within health and social care. Lectures and seminars encourage students to explore the historical context of safeguarding and how it has changed over time. This activity is completed by exploring and examining policy and guidance as well as through utilising additional resources that illustrate the changing nature of the sector. The module *Holistic Context of Care* extends the knowledge that has been developed throughout the programme in relation to policy developments within health and social care and the wider social, economic and political influences on the sector. Students are assessed via a 3,000-word essay that examines the changing relationships within health and social care.

3B. Cognitive skills	
B5: Gather, record and describe data and information from a range of sources relating to health inequalities and life chances.	B5: The module <i>Health and Wellbeing in Context</i> uses a series of research tasks relating to gathering and describing data associated with inequalities and life chances based on sociodemographic characteristics. Students are encouraged to choose an area of focus for their individual 10-minute presentation to explore the life chances and health inequalities relating to a negotiated topic area.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Recognise the limits and boundaries/scope of practice of workplace roles and work collaboratively and positively with others.	C1: Within the e-Portfolio assessment in the module <i>WBL: Health and Social Care Practice</i> , students reflect upon their ability to work collaboratively with others. Students are also expected to understand their role fully, as this is one of the standards within the Care Certificate to which they are required to map their knowledge and understanding, skills and experiences.

3C. Practical and professional skills

C2: Recognise the importance of ethical and legal frameworks/codes of practice, which ensure the primacy of service-users' interests and wellbeing, safety and respects confidentiality.

C3: Demonstrate confidence in managing lifelong learning skills

C4: Demonstrate a compassionate, person-centred and holistic approach to care.

C2: The module *Safeguarding Vulnerable Individuals* is assessed using a workbook and explores student's knowledge of codes of conduct and guidelines to promote the safety and wellbeing of service users. To promote understanding of safeguarding issues and practice, case studies observed in the BBC Documentary '*Someone to Watch over Me*' and a range published SCRs/SARs are used within formal teaching sessions. These activities enable students to observe and reflect upon procedures and practices which in turn, influence their own skill set. The formative assessment also familiarises students with the typical contents and requirements set out in a work-based safeguarding policy.

C3: The module *Academic Skills and Digital Literacy* introduces the students to concepts relating to key transferable skills required for lifelong learning, such as academic writing, research and referencing. The module *WBL: Health and Social Care Practice* further develops these skills but also adopts a reflective approach that enables students to identify their strengths and weaknesses and develop a personal and professional development plan based on the areas that they wish to develop. This emphasis on self-awareness is further developed in the compassionate care learning and development tool.

C4: The *Health and Wellbeing in Context* module uses lectures and seminars to extend the knowledge developed in the module *WBL HSC Practice* relating to compassionate, person-centred and holistic care. Students are assessed (in an essay) on their ability to suggest the type of care/service provision that may be required depending on a person's stage in their lifespan; for example, older people may require care and support to enable them to stay in their own homes and for their wellbeing. Students are then required to look at approaches utilised in the sector and how they can adopt a person-centred and holistic approach.

3C. Practical and professional skills

C5: Utilise evidence-based practice techniques to search academic databases.

C6: Review, monitor and reflect upon personal progress within the work/practice setting, utilising recognised tools.

C5: The *Academic Skills and Digital Literacy* module introduces the students to the concepts that are required for searching academic databases. This skill is also embedded in all modules and students are facilitated - through the use of research tasks - to develop these key literature-searching skills. From induction onwards, students are informed of the generic marking criteria and the importance of using academic source material. Students are warned about the impact of failure to utilise appropriate source material upon their grades and achievement.

C6: The module *WBL: Health and Social Care Practice* introduces students to key reflective tools - such as skills scan and SWOC. The module assesses student's ability to reflect upon the progress they make in a personal and professional development plan. Students receive formative feedback from both Academic and Practice Mentors three times over the year to support their reflective process. Students also use reflective tools to consider incidents that have resulted in new knowledge, skills or understanding within their practice setting.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Develop and implement a personal development plan.</p> <p>D2: Utilise writing skills appropriate to the context.</p> <p>D3: Interpret and use statistical skills in simple contexts at a foundation level in the discipline.</p> <p>D4: Prepare and deliver presentations to an audience.</p> <p>D5: Demonstrate appropriate IT skills.</p>	<p>D1: The module <i>WBL: Health and Social Care Practice</i> assesses students on their ability to develop and implement a personal and professional development plan to improve their professional and academic skills.</p> <p>D2: In the modules; <i>Academic Skills and Digital Literacy</i>; <i>Safeguarding Vulnerable Individuals</i>; <i>The Health and Wellbeing in Context</i> and <i>WBL: Health and Social Care Practice</i> students are required to identify and utilise writing skills appropriate to the context. A variety of assessment methods are employed within the programme including essays, workbooks, reflective accounts and an e-Portfolio.</p> <p>D3: The module <i>Health and Wellbeing in Context</i> requires students to interpret and use statistics and data to support arguments presented in the assessed presentation relating to the life chances - and health inequalities - of their chosen topic, for example gender, age or disability.</p> <p>D4: The module <i>Health and Wellbeing in Context</i> assesses the student's ability to undertake a 10-minute individual presentation.</p> <p>D5: The modules <i>WBL: Health and Social Care Practice</i> and <i>Academic Skills and Digital Literacy</i> assess students' abilities to demonstrate appropriate IT skills. These skills are assessed through the completion of the NHS Elite certificates and the production of an e-Portfolio.</p>

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Cert HE Health and Social Care [120 Credits]

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Public Health	20			Y	1 and 2
Specific Needs	20			Y	2
Research Methods in Health and Care	20			Y	1
WBL: Health and Social Care Service Development	60			N	1 and 2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1: Demonstrate a detailed knowledge of theories that underpin health, care and wellbeing.	A1: The module <i>WBL HSC Service Development</i> introduces theoretical approaches and concepts through the use of lectures, seminars and workshops. Students are given group and individual activities to develop their knowledge and understanding of the underpinning theoretical framework in health and social care. Students are assessed via a 10-minute poster presentation that requires them to demonstrate a detailed knowledge of the key drivers of their improvement idea, drawing on research, policy and theory. Throughout the module <i>Research Methods in Health and Care</i> , students are introduced to the main theoretical assumptions of both quantitative and qualitative research methodology and this activity is assessed via a critical appraisal essay where students are required to demonstrate knowledge and understanding of the research process and the assumptions underpinning the two studies they are appraising.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A2: Critically analyse the effectiveness of approaches and strategies employed by a range of agencies to address public health issues.

A2: Through lectures, seminars and workshops, the module *Public Health* introduces students to approaches and strategies used to address public health issues. Approaches include prevention methods - such as health promotion and health education - and the associated underpinning theories. Other approaches include strategies that are involved in the surveillance and treatment of issues once they have arisen. Both communicable and non-communicable diseases are addressed as are a range of significant public health issues such as obesity and teenage pregnancy. Through the academic tutorial process, students are supported to choose a topic of interest for the focus of the report that forms the student's summative assessment. Students are assessed on their ability critically to analyse the effectiveness of the approaches and strategies employed related to their topic of choice.

A3: Apply, question and relate current legislation, national and local policies and codes of practice to community, health and social care settings.

A3: The module *WBL HSC Service Development* introduces students to the drivers of service improvement. This activity involves current legislation, policy and guidance at both national and local level as applicable to students' service improvement ideas. Students are assessed on their ability critically to analyse key literature and policies that underpin their service improvement idea. Through lectures and seminars in the module *Specific Needs*, historical and current legislation/policies are explored as a function of their impact upon service provision. Students are assessed on their ability critically to analyse the impact that policy has on the provision of services locally as related to the choice of case study.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A4: Explore legal and ethical issues, codes and principles relevant to community, health and social care settings.

A5: Analyse the development of health, social care and public health in the UK and the contemporary context in which care takes place.

A6: Analyse the role of research and evidence-based practice in improving health and social care.

A4: The module *WBL HSC Service Development* builds upon the knowledge and understanding of ethics, legal and professional issues developed in year one. Throughout their e-Portfolio, students are expected to relate their knowledge, skills and experience to the [Skills for Health/Skills for Care](#) code of conduct for healthcare workers, thus acknowledging professional standards associated with their role. Within the summative assessment (a poster presentation with 10-minute oral defence) students are assessed on their ability critically to analyse any ethical issues that may arise with their service improvement idea. The module *Public Health* also requires the students critically to analyse ethical issues, although in this module, these ethical issues are related to public health initiatives.

A5: The module *Specific Needs* explores the requirements of individuals with specific needs and explores the ways in which care takes place within contemporary society. Through the use of lectures and teaching activities, students develop knowledge and understanding of the ways in which health and social care provision have developed. In summative assessment, students are required to demonstrate critical analysis of the care that is provided to their chosen case study.

A6: Through lectures, seminars and workshops, the module *Research Methods in Health and Care* extends students' knowledge and understanding of evidence-based practice. Students are summatively assessed via a critical appraisal of a qualitative and quantitative article and their ability critically to analyse the study's potential contribution to evidence-based health, social care or public health provision.

3B. Cognitive skills

B3: Analyse, apply and interpret information and experience in order to become a reflective practitioner with a user/carer-centred approach.

B3: In lectures, the module *WBL HSC Service Development* extends knowledge and understanding of reflective models and reflective practice. The module facilitates students to utilise the language and approaches that develop self-awareness by taking a grounded, academically rigorous approach that helps students to become person-centred, reflective practitioners. Tutorials are utilised for reviews with Academic Mentors where students have the opportunity to discuss and gain verbal feedback on their reflective accounts within their e-Portfolio. Students are also required to reflect upon their personal and professional development plan objectives and to set themselves SMART targets in order to continue to develop their practice in line with professional principles.

B4: The module *Research Methods in Health and Care* utilises a combination of lectures, seminars and workshops to introduce knowledge and facilitate understanding of research methodologies and study designs. Students are required - through their assessment - to demonstrate their ability to analyse, apply and interpret the methodology of selected studies within their critical appraisal. This activity involves utilising additional research information and critical appraisal tools to enable students to justify critical judgements in their work. Their study's relevance to evidence-based health, social and public health care is then explored.

B4: Analyse, apply and interpret research studies to extend knowledge and understanding of evidence-based practice.

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Demonstrate effective inter-professional/multi-disciplinary team working which respects and utilises the contributions of others in learning and works environments.</p> <p>C2: Act with increasing autonomy - and in accordance with ethical and legal frameworks and codes of practice - safely to assist/support clients, ensuring the service user's interests and wellbeing and respecting confidentiality.</p> <p>C3: Analyse the provision for service users with specific needs - and their carers.</p>	<p>C1: The <i>WBL HSC Service Development</i> module utilises lectures and tutorials to develop knowledge and understanding of effective team working and the contribution that this activity can make to effective care. Students are also encouraged to explore potential barriers to effective multi-disciplinary working and assess ways in which they can be overcome. Students are supported to develop knowledge and understanding of the theoretical underpinnings to effective team work and then throughout their e-Portfolio are asked to reflect upon their ability to work collaboratively both within the classroom and on placement.</p> <p>C2: The module <i>WBL HSC Service Development</i> uses lectures and workshops to encourage students to recognise their scope of practice and the limitations of their role. The module also encourages students to increase their autonomy within defined guidelines and safely to support service users within their care setting. Students are given verbal and written feedback within their formative reviews with their Practice Mentors as to their ability to work on their own initiative and under direction within the team. Students are also assessed within the e-Portfolio and their reflective accounts for their understanding of confidentiality and their ability to comply with ethical and legal frameworks and codes of conduct.</p>

3C. Practical and professional skills

C4: Analyse the role and implementation of evidence-based practice within health and social care settings.

C5: Demonstrate the ways in which risk assessment promotes patient safety and wellbeing.

C6: Assist in the evaluation of health and social care practice and contribute to decision-making processes.

C3: The module *Specific Needs* facilitates students to explore – via case studies - the service provision for individuals within the local area. Lectures introduce students to organisations that are involved in the evaluation of the effectiveness of service provision and to methods used to evaluate the quality and effectiveness of these services. Students then apply this information and analyse the efficacy of the service provision related to their chosen case study within a summative assessment essay.

C4: The module *Research Methods in Health and Care* requires students critically to analyse the role of evidence-based practice improving health and social care practice. This activity is then further developed in the module *WBL HSC Service Development* where students are required - through a poster presentation - critically to analyse their role and the role of others in implementing research and evidence-based service improvement ideas.

C5: The module *WBL HSC Service Development* extends the knowledge and understanding that is integral to Level 4 study and uses lectures and seminars to develop student's awareness of the correct use risk assessments to promote the safety of service users whilst respecting their rights and choices to be as independent as possible. This activity is assessed through a reflective account within the e-Portfolio and students are also required to map their knowledge, experience and skills related to the [Skills for Health/Skills for Care](#) code of conduct and in doing so must recognise the importance of upholding rights and protecting service users from harm.

3C. Practical and professional skills	
	<p>C6: The module <i>WBL HSC Service Development</i> encourages students to assist in the evaluation of health and social care services by identifying an area of practice within their placement setting that requires improvement. The assessment requires students to state their role in moving their initiative forward, thus contributing to service improvement activity to deliver and enhance the services/care offered.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Reflect systematically on performance to further develop learning.</p> <p>D2: Select and use a range of communication methods appropriate to the context.</p> <p>D3: Interpret numerical and statistical data to inform and develop their practice.</p>	<p>D1: The module <i>WBL HSC Service Development</i> requires students to reflect systematically (using review documentation) on the progress they are making in relation to the objectives in their personal and professional development plan. This activity forms part of the essential evidence in the e-Portfolio.</p> <p>D2: The modules <i>Public Health, Specific Needs, Research Methods in Health and Care</i> and <i>WBL HSC Service Development</i> all require students to select and utilise a range of verbal and written communication methods appropriate to the context. All modules are assessed using a variety of assessment methods including reports, essays, poster presentation with oral defence, and the completion of an e-Portfolio.</p> <p>D3: The module <i>Research Methods in Health and Care</i> requires students to interpret numerical and statistical data to inform their critical appraisal. This activity occurs predominantly when appraising quantitative research papers, although some descriptive statistics are usually collected for qualitative studies to describe the sample of participants and students will need accurately to interpret these too.</p>

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

4.1 Delivery Schedule

Figure One (below) illustrates module delivery pattern for the programme across the 30-week, full-time academic year. The grey cells indicate weeks in which the module is delivered. The flexibility of this delivery pattern ensures student workloads are optimised, where appropriate, allowing students to complete assessments early in the academic year.

Credits	Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
20	Academic Study Skills and Digital Literacy																															
20	Safeguarding Vulnerable Individuals																															
20	The Holistic Context of Care																															
60	Work-Based Learning: Health and Social Care Practice																															

Credits	Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
20	Research Methods in Health and Care																															
20	Specific Needs																															
20	Public Health																															
60	Work-Based Learning: Health and Social Care Service Development																															

Figure One

4.2 Employability

This award is designed specifically to enhance student employability in the health, social care and public health sectors, providing excellent outcomes in either employment or progression to professional study. The programme has a strong vocational core that provides students with work-based experience and students benefit from a range of placement support to ensure that they gain the maximum benefit from the experience. The programme also requires students explicitly to demonstrate they comply with the [Skills for Health/Skills for Care](#) code of conduct.

The award's emphasis on innovative assessment strategies that integrate technology enhanced learning (requiring students to pass the [NHS Elite](#) certificate) ensures that graduates are confident, critical and competent in delivering the patient safety agenda.

Successful graduates also have the exciting opportunity to top-up to a full honours degree by progressing onto a bespoke BSc (Honours) *Health, Wellbeing and Social Care*, designed by the same Programme Team specifically to further enhance graduate employability.

5. Support for students and their learning

5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems and support is available to them; this includes the [College's VLE - Canvas](#), as well as email and student accounts.
- Students also have an induction session with the College Resource Centre staff.
- Students are provided with Programme Handbooks. The Programme Handbook provides details of learning and support resources available to students at this level of study. It also includes contact details of relevant staff and an overview of the programme, including module timetables and assessment dates.
- Students are offered, as far as possible, the opportunity to meet with existing and previous students in induction or the early weeks of the programme. This activity provides insights into the experiences on the programme from a student's perspective and normally serves to reinforce the range of advice and guidance that is available to them.
- Students have the opportunity during induction week to meet with the programme team and some of the specialist staff (where available) and staff that they may come into contact with throughout their programme.
- Induction includes information about the range of support that is available to students; this includes an explanation of the different academic staff and roles that they may encounter throughout the programme such as Programme Leader, module tutor, Personal Tutor, etc.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial and Pastoral Support

- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.
- The programme team is relatively small and includes the Personal Tutor and Academic Mentor (as practice link), this consistency of academic support is designed to enhance communication, feedback and support for students across the modules and year.
- Students are introduced to the Non-Medical Help Support Coordinator and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g. assessment for dyslexia - this need is highlighted to the Programme Leader who liaises with the Non-Medical Help Support Coordinator, who is responsible for arranging the referral and supporting the student through the process. The outcome of this process is fed back to the student and Programme Leader so that any specific needs/resources can be addressed.
 - Academic tutorials are an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College.

5.4 Supporting Transition to Level 4 and 5

- Students are introduced to academic study skills and principles of evidence-based practice to enhance their searching skills in the *Academic Study Skills and Digital Literacy* module. This module prepares students for the demands of higher education study and embraces the wide diversity of students attending the programme.
- Throughout the programme, key academic skills are embedded within the modules and students are encouraged to reflect upon their feedback and use this to improve their written work.
- At Level 5, induction covers transitional skills and key workshops are embedded into the curriculum that cover critical thinking and writing.
- The module *Research Methods in Health and Social Care* extends knowledge relating to evidence-based practice and provides students with the opportunity critically to appraise both qualitative and quantitative research in health and care, thus developing key transferable skills in critical analysis.

5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which introduces concepts and theory) followed by a facilitated session in which students undertake some form of research activity that encourages the increasing independence of students to find and locate academic source material. This delivery strategy ensures that theory is always applied, that key academic skills, knowledge and understanding are regularly checked, and that formative feedback is continuous as well as focussed at specific points in academic year. In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - module leaders and lecturers.
- The Programme Leader.

Students are supported throughout the programme to explore their progress and determine their continued learning needs through reflection, so developing the attributes necessary to become lifelong learners.

At key points during the academic year, students are supported to identify their continuing personal development needs and are also offered opportunities to review additional educational provision and career opportunities available to them. A Career Service is available within the College. This activity includes help with completing applications for further study or employment and interview technique.

5.7 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are available to students throughout each academic year (and for the duration of their registration) via a web-based [Virtual Learning Environment \(VLE\)](#). This VLE includes lecture notes and a range of video materials based on formal taught content. Students also use the VLE to submit assignments.

6. Criteria for admission

6.1 Criteria for Admission

Typically, applicants will hold a BTEC Level 3 qualification in Health and Social Care, Access to HE, or other related Level 3 qualifications or an A-Level profile that demonstrates strong performance in a relevant subject. All applicants are required to have English and Maths at GCSE Grade C or equivalent such as Functional or Key Skills Level 2 Maths and English if not included in the above qualifications. Related work experience is preferable but not essential.

Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the work place to ensure that this adequately prepares them to cope with the academic level of study.

Applicants who meet either of the above criteria are invited to a selection interview at the College. Acceptance for the programme is conditional upon the following:

- Successful enhanced DBS clearance.
- Documented evidence of employer and Practice Mentor support (where applicable).

At the point of enrolment at Middlesbrough College, students are required to declare whether they have ever received, or have pending, a criminal conviction, caution, reprimand, final warning or prosecution. Middlesbrough College has a legal and moral duty to safeguard and promote the welfare of all children and vulnerable adults. Having a criminal conviction will not necessarily prevent a student from studying this programme, however, their acceptance will be determined by nature of the offence, students may also be provided with information regarding limitations on career opportunities following completion of the program. Procedures are in place to support any student making a declaration of a criminal offence and provide appropriate guidance.

6.2 Recruitment Strategy

Over the past few years, new marketing strategies have been developed by the College HE management and *HE Marketing Working Group* and approved by the College's Academic Board. These strategies include improving HE materials on the College's revamped web site, a College [HE Prospectus](#), more focussed Level 3 and Foundation Degree Graduate Progression events and targeted marketing to Level 3 and Foundation Degree students in print and social media.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this

has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2017, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the [award of the GOLD standard](#) in the recent Year 2 Teaching and Excellence Framework.

Teaching across the HE provision is innovative and further encourages teaching staff to work in partnership with students to ensure all learning needs are addressed. Teaching is delivered using a range of lectures, tutorials, seminars and academic support tasks which provide opportunities for students to further embed their learning independently. Academic support tasks develop independence and confidence in learners, but with the reassurance that staff support is available. This also provides ongoing opportunities for formative feedback throughout the year.

The HE model of delivery also provides an opportunity for staff to engage in research activity and professional development, and other tasks which align with the role of Higher Education Lecturer.

9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the [UKPSF](#) and the [TEF](#). Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity. The current policy and procedure is nearing the end of a recent review and redevelopment ready for a September 2018 launch.

9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in tutorials, which are regularly included in the structuring of modules, but also available at any point by request of a student.

9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme.

9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development

All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College is adding a new post for the start of 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers.

The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10. Changes made to the programme since last (re)validation

N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe One - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
4	Academic Study Skills and Digital Literacy						✓	✓	✓						✓		✓			✓			✓	
	Safeguarding Vulnerable Individuals		✓			✓				✓	✓			✓						✓				
	Health and Wellbeing in Context	✓			✓							✓				✓				✓	✓	✓		
	WBL: Health and Social Care Practice	✓	✓	✓				✓					✓	✓	✓	✓	✓	✓	✓			✓		

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4		C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	
5	Public Health		✓		✓				✓												✓			
	Specific Needs			✓		✓		✓							✓						✓			
	Research Methods in Health and Care	✓					✓				✓					✓				✓	✓			
	WBL: Health and Social Care Service Development	✓		✓	✓			✓	✓	✓			✓	✓		✓	✓	✓	✓	✓		✓	✓	

Annexe Two: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.