

## Programme specification

*(Notes on how to complete this template are provided in Annexe 3)*

### 1. Overview / factual information

<b>Programme/award title(s)</b>	Foundation Degree Health, Wellbeing and Social Care
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	May 2018
<b>Date of latest OU (re)validation</b>	May 2023
<b>Next revalidation</b>	May 2028
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	A139
<b>HECoS Code</b>	100476
<b>LDCS Code (FE Colleges)</b>	00303479
<b>Programme start date and cycle of starts if appropriate.</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Health Studies (2019)</a> <a href="#">Social Policy (2019)</a>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	SEEC Credit Level Descriptors <a href="#">Framework for Higher Education Qualifications</a> <a href="#">QAA Quality Code</a> <a href="#">QAA Characteristics Statement: Foundation Degree</a>
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full time, Face to face.
<b>Duration of the programme for each mode of study</b>	FT – 2 years.
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	March 2023

**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. Programme overview

### 2.1 Educational aims and objectives

The overall aims of the programme are to:

- develop knowledge, understanding and the ability to apply concepts, theories and the ethics and values that underpin the care and support of individuals in health and social care;
- enhance the awareness of, and ability to apply to practice relevant key legislative frameworks and policies.
- provide appreciation of the changing nature of health and care provision in the UK;
- generate knowledge, confidence and understanding of how to empower and safeguard the wellbeing of vulnerable individuals;
- nurture reflective skills to enhance student's self-awareness and ability to recognise scope of practice;
- promote the safety and wellbeing of individuals, families, households and the wider community, utilising public health interventions to reduce health inequalities;
- stimulate knowledge and passion for quality improvement in the health and social care sector and understand how to contribute to this effectively and constructively;
- empower students to develop skills for success, enhancement in employment, future study or career advancement;
- cultivate students' ability critically to appraise a range of information and data;
- develop students to become reflective practitioners and appreciate international contexts;

- enhance key transferable skills relevant to academia, employability, and life-long learning, developing 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 also being re-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. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

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 100 hours (e.g. 20 days x 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.

Students are prepared for placements during the theory component of the 40-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]

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b><u>Programme Structure - LEVEL 4</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
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	40			N	1 and 2
Principles of Assessment and Care Planning	20			Y	1 and 2

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>A1:</b> Describe, explain, and utilise key elements, theories and concepts that underpin health and wellbeing.	<b>A1:</b> 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
<b>A2:</b> Describe, explain and apply legislation, policies and guidelines relevant to health, social care and public health.	<b>A2:</b> 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.

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A3:</b> Identify and explain the importance of ethics, values and codes of practice in the health, community and social care settings.	<b>A3:</b> The module <i>WBL: Health and Social Care Practice</i> 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 <a href="#">Care Certificate</a> 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. The module <i>Principles of Assessment and Care Planning</i> requires students to apply values and key points from the codes of practice to the assessment and care planning process, ensuring that equality, diversity and inclusion are central to outcomes. Teaching strategies involve the use of care studies/scenarios (as do the summative assessments) that allow students to build their understanding and knowledge of what constitutes good practice in assessment and care planning
<b>A4:</b> Identify and explain the changing nature of health, social care and public health provision in the UK, focusing on contemporary issues.	<b>A4:</b> The module <i>Health and Wellbeing in Context</i> 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.

## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

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

**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. The module *Principles of Assessment and Care Planning* requires students to understand and recognise risk in the context of the assessment and care planning process and to balance the right to take risk with safeguarding. Strategies to aid the acquisition of knowledge and understanding in this area will include lecture style sessions that embed real cases/lived experiences across a range of groups including children and adults that have disability, mental health issues etc.



## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

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

**A6:** The module *Academic Skills and Digital Literacy* 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. The module *Principles of Assessment and Care Planning* is underpinned by the legislation, policy and theory relevant to the assessment and meeting of need. Via lectures students build knowledge and understanding which they then utilise 'in practice' via the case studies presented in class and in the final assessments, thus ensuring their actions and the decision-making process is evidence based. Other strategies that will be employed include supervised workshops that will allow students to search for local services that may be appropriate to include in a care plan. Findings from research on available services will be shared in the group in an exchange activity that makes use of peer learning/feedback. Sessions will also provide students with the opportunity to view and discuss care planning templates (acquired from current practitioners) and 'practice' in completing documentation will be a practical element of the sessions

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1:</b> Gather, record and justify data and information from a range of sources to demonstrate application of best available evidence to support practice in the health and social care sector.</p>	<p><b>B1:</b> 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.</p>

3B. Cognitive skills	
<p><b>B2:</b> 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.</p>	<p><b>B2:</b> The module <i>Safeguarding Vulnerable Individuals</i> 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. The module <i>Principles of Assessment and Care Planning</i> will have guest speakers from some of the key local services and students will have the opportunities in class to work through the assessment and care planning process using case studies thus enabling them to synthesise the history taking aspect of assessment with the patient's needs and preferences resulting in the production of a meaningful care plan.</p>

3B. Cognitive skills	
<p><b>B3:</b> Recognise the provisional and changing nature of knowledge and practice related to client/user/carers in the health and social care sector.</p>	<p><b>B4:</b> The module <i>Safeguarding Vulnerable Individuals</i> 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 <i>Health and Well-Being in Context</i> 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. In the module <i>Principles of Assessment and Care Planning</i> students will have access to guest speakers from some of the key local services who will be invited into class. Students will also be encouraged to draw on and share with the class any placements/employment experiences of services that meet needs and workshops in class will support students to research/identify and justify local services that may meet need and therefore be incorporated into a care plan</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1:</b> Recognise the limits and boundaries/scope of practice of workplace roles and work collaboratively and positively with others.</p>	<p><b>C1:</b> 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 <a href="#">Care Certificate</a> to which they are required to map their knowledge and understanding, skills and experiences. In the module <i>Principles of Assessment and Care Planning</i> meaningful discussion will also be introduced into the sessions and developed around barriers to the person-centred approach such as competing perspectives in the form of funding and ideas generated by family members that may be contradictory. These issues will also be embedded into the assessments to ensure students develop awareness and problem solving strategies in relation to boundaries and working alongside others.</p>

3C. Practical and professional skills	
<p><b>C2:</b> 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.</p>	<p><b>C2:</b> The module <i>Safeguarding Vulnerable Individuals</i> 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 '<i>Someone to Watch over Me</i>' 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. In the module <i>Principles of Assessment and Care Planning</i> there will be opportunities in class and a formative assessment task that help students recognise the importance of balancing expressed need with ethical and legal requirements and media (SCIE etc) will also be used to demonstrate skills in practice and promote discussion.</p>
<p><b>C3:</b> Demonstrate confidence in managing lifelong learning skills</p>	<p><b>C3:</b> The module <i>Academic Skills and Digital Literacy</i> introduces the students to concepts relating to key transferable skills required for lifelong learning, such as academic writing, research and referencing. The module <i>WBL: Health and Social Care Practice</i> 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.</p>

3C. Practical and professional skills	
<p><b>C4:</b> Demonstrate a compassionate, person-centred and holistic approach to care.</p>	<p><b>C4:</b> The <i>Health and Wellbeing in Context</i> module uses lectures and seminars to extend the knowledge developed in the module <i>WBL HSC Practice</i> 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. In the module <i>Principles of Assessment and Care Planning</i>, opportunities in class and a formative assessment task will help students build skills in relation to compassionate and person-centred care and media (SCIE etc) will also be used to demonstrate skills in practice and promote discussion. Lecture style sessions will also provide underpinning knowledge in relation to person-centred care and practice sessions in class, using case studies will allow students to develop skills in this area and informal feedback will support progression of these skills.</p>
<p><b>C5:</b> Review, monitor and reflect upon personal progress within the work/practice setting, utilising recognised tools.</p>	<p><b>C5:</b> The module <i>WBL: Health and Social Care Practice</i> 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.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>D1:</b> Develop and implement a personal development plan.	<b>D1:</b> 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.
<b>D2:</b> Utilise writing skills appropriate to the context.	<b>D2:</b> 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. The module <i>Principles of Assessment and Care Planning</i> will enable students to develop and utilise writing skills appropriate to context as students will have access to professional assessment and care planning documentation and will have opportunities to complete these documents (using case studies) and gain feedback. It is expected that students will initially take notes when assessing but the formal documents are produced digitally with due regard given to the use of professional language/terminology, concise but meaningful narrative etc.



3D. Key/transferable skills	
<b>D3:</b> Utilise evidence-based practice techniques to search academic databases.	<b>D3:</b> The <i>Academic Skills and Digital Literacy</i> 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.
<b>D4:</b> Prepare and deliver presentations	<b>D4:</b> The module <i>Health and Wellbeing in Context</i> assesses the student's ability to undertake a 10-minute individual presentation.
<b>D5:</b> Demonstrate appropriate IT skills.	<b>D5:</b> 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 Digital certificates and the production of an e-Portfolio.

**[Please insert here title(s) of exit award(s) at Level 4, if applicable]**

Cert HE Health, Wellbeing and Social Care [120 Credits]

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Public Health	20			Y	1
Specific Needs	20			Y	2
Research Methods in Health and Care	20			Y	1 and 2
WBL: Health and Social Care Service Development	40			N	1 and 2
Law, Policy and Practice in Health and Social Care	20			Y	1 and 2

**Intended learning outcomes at Level 5 are listed below:**

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Demonstrate a detailed knowledge of theories that underpin health, care and wellbeing.</p>	<p><b>A1:</b> 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.</p>

## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

<p><b>A2:</b> Critically analyse the effectiveness of approaches and strategies employed by a range of agencies to address public health issues.</p>	<p><b>A2:</b> Through lectures, seminars and workshops, the module <i>Public Health</i> 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.</p>
<p><b>A3:</b> Apply, question and relate current legislation, national and local policies and codes of practice to community, health and social care settings.</p>	<p><b>A3:</b> The module <i>WBL HSC Service Development</i> 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 <i>Specific Needs</i>, 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.</p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>A1:</b> Within the module <i>Law, Policy and Practice in Health and Care</i> a variety of teaching and learning strategies are used to deliver the underpinning content including lecture style, group work and in-class activities as well as guided independent additional reading of a variety sources including journals and other grey literature. Media (e.g., videos, programme clips) will be utilised to promote understanding and explore principles of Children and Young People and Adult law.</p>
<p><b>A4:</b> Explore legal and ethical issues, codes and principles relevant to community, health and social care settings.</p>	<p><b>A4:</b> The module <i>WBL HSC Service Development</i> 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 <a href="#">Skills for Health/Skills for Care</a> 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 <i>Public Health</i> also requires the students critically to analyse ethical issues, although in this module, these ethical issues are related to public health initiatives. Within the module <i>Law, Policy and Practice in Health and Care</i> the summative assessments (1 &amp; 2) will require students to identify professional values and standards and consider these against the ethical issues and barriers in practice when applying law within both Children and Young People and Adult settings. Student will be supported in 1:1 meetings that will form part of the sessions as deadlines approach.</p>

## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

<p><b>A5:</b> Analyse the development of health and social care in the UK and the contemporary context in which care takes place.</p>	<p><b>A5:</b> The module <i>Specific Needs</i> 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. Within the module <i>Law, Policy and Practice in Health and Care</i>, a variety of teaching and learning strategies are used to deliver the underpinning content including lecture style, group work and in-class activities as well as guided independent additional reading of a variety sources including journals and grey literature. Media (e.g., videos, programme clips) will be utilised to promote understanding and explore principles of child and adult law. Assessment 1 requires students to trace the development of one piece of legislation and 1:1 sessions prior to the deadline will provide individualised feedback in relation to areas for development and signposting to resources.</p>
<p><b>A6:</b> Analyse the role of research and evidence-based practice in improving health and social care.</p>	<p><b>A6:</b> Through lectures, seminars and workshops, the module <i>Research Methods in Health and Care</i> 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.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1:</b> Use appropriate sources/data and employ balanced, logical and well-supported arguments to demonstrate to support practice in health and social care settings.</p>	<p><b>B1:</b> A combination of lectures, seminars and workshops are used within the module <i>WBL HSC Service Development</i> to facilitate the development of skills associated with the critical analysis - and application - of appropriate data and information from a range of sources. Teaching sessions demonstrate and extend the skills practised at Level 4. Students are also facilitated through academic support sessions and tutorials to practise searching academic databases to find and locate data and information from credible sources. Students are assessed in a poster presentation and oral defence on their ability to analyse data, research and policies that underpin their service improvement idea. Within the module <i>Specific Needs</i>, students are assessed on their ability to form logical and supported arguments through the use of analysis and the application of data and information relating to legislation, society, culture and social policy. Students are also assessed on the ways in which they interact to influence attitudes and services available for individuals with specific needs.</p>
<p><b>B2:</b> Analyse, apply and interpret data/evidence from a variety of sources and utilise to sustain an argument or develop new insights/innovative approaches to practice.</p>	<p><b>B2:</b> Throughout the module <i>Public Health</i>, lectures are used to introduce the main concepts relating to public health initiatives and preventative methods utilised to promote health. Students are assessed on their ability to analyse, apply and interpret the data/evidence relating to their topic area. For example, students are required to use data to establish the who, where and when of their condition within their report. The module <i>WBL HSC Service Development</i> also requires students to analyse and interpret relevant data and evidence relating to their service improvement idea - often this may involve borrowing ideas from elsewhere, although it is the ability to apply evidence and data to generate a new or inspired insight to improving practice that is assessed</p>

3B. Cognitive skills	
<p><b>B3:</b> Analyse, apply and interpret information and experience in order to become a reflective practitioner with a user/carer-centred approach.</p>	<p><b>B3:</b> In lectures, the module <i>WBL HSC Service Development</i> 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.</p>



3B. Cognitive skills	
<p><b>B4:</b> Analyse, apply and interpret research studies to extend knowledge and understanding of evidence-based practice.</p>	<p><b>B4:</b> The module <i>Research Methods in Health and Care</i> 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. Within the module <i>Law, Policy and Practice in Health and Care</i> students will have opportunities to research and identify relevant case examples where the law in either an adult or child's case was not applied effectively. There will be opportunities to explore effectiveness in small seminar style sessions and through group presentations as part of their formative task. Signposting and resources on Teams will also provide access to reports/studies relating to the introduction and/or changes to UK legislation/policy.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1:</b> Demonstrate effective inter-professional/multi-disciplinary team working which respects and utilises the contributions of others in learning and works environments.</p>	<p><b>C1:</b> 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>

3C. Practical and professional skills	
<p><b>C2:</b> 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><b>C2:</b> 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. Within the module <i>Law, Policy and Practice in Health and Care</i> students will be given opportunities to conduct research in independent study time and through targeted and planned workshops. This research, along with delivery in lectures, will provide students with the background and relevant underpinning principles that allow them to independently identify what aspects of law, codes etc. are relevant to given scenarios presented in class.</p>
<p><b>C3:</b> Analyse the provision for service users with specific needs - and their carers.</p>	<p><b>C3:</b> The module <i>Specific Needs</i> 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.</p>

3C. Practical and professional skills	
<b>C4:</b> Analyse the role and implementation of evidence-based practice within health and social care settings.	<b>C4:</b> The module <i>Research Methods in Health and Care</i> 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 <i>WBL HSC Service Development</i> 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. Within the module <i>Law, Policy and Practice in Health and Care</i> students will be given opportunities to conduct research in independent study time and through targeted and planned workshops. The evidence generated, along with delivery in lectures will provide students with the background and relevant underpinning principles that allow them to independently identify what aspects of law, codes etc. are relevant to practice scenarios presented in class, providing justification for choices/decisions.
<b>C5:</b> Demonstrate the ways in which risk assessment promotes patient safety and wellbeing.	<b>C5:</b> The module <i>WBL HSC Service Development</i> 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 of 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 <a href="#">Skills for Health/Skills for Care</a> 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	
<b>C6:</b> Assist in the evaluation of health and social care practice and contribute to decision-making processes.	<b>C6:</b> 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.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<b>D1:</b> Reflect systematically on performance to further develop learning.	<b>D1:</b> 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.
<b>D2:</b> Select and use a range of communication methods appropriate to the context.	<b>D2:</b> 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. The module <i>Law, Policy and Practice in Health and Care</i> requires the completion of two summative assignments and students will have the opportunity to write in a range of styles. Students will be supported in lectures, with assignment briefs and in 1:1 meetings, that will form part of the sessions as deadlines approach.

3D. Key/transferable skills	
<b>D3:</b> Interpret numerical and statistical data to inform and develop their practice.	<b>D3:</b> 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.
<b>D4:</b> Prepare, deliver and evaluate presentations to an audience.	<b>D4:</b> The module <i>WBL HSC Service Development</i> is assessed via a poster presentation with oral defence. Students have 10 minutes to present their findings in relation to the key drivers that influence the service improvement idea. Their idea could be policy and literature, their role and the role of others in moving the initiative forward and any ethical issues that may arise from their idea. Students are required to present their findings in relation to their poster in a critically reflective way.
<b>D5:</b> Confidently use IT appropriate to the context.	<b>D5:</b> Although all modules require digital literacy in the form of advanced searching techniques following evidence-based practice approaches, the module <i>WBL HSC Service Development</i> specifically requires students to engage with IT to develop their e-Portfolio and to use appropriate IT packages for the production of their poster for the presentation.

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

Foundation Degree Health, Wellbeing and Social Care [240 Credits]

#### 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
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

##### 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

		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	1																														
20	2																														
20	3																														
20	4																														
40	5																														

- 1 - Academic Skills and Digital Literacy (20 credits)  
2 - Safeguarding Vulnerable Adults (20 credits)  
3 - Health and Wellbeing in Context (20 credits)  
4 - Principles of Assessment and Care Planning (20 credits)  
5 - WBL: Health and Care Development (40 credits)

		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	1																														
20	2																														
20	3																														
20	4																														
40	5																														

- 1 – Research Methods in Health and Care (20 credits)  
2 – Specific Needs (20 credits)  
3 – Public Health (20 credits)  
4 – Law, Policy and Practice in Health and Social Care (20 credits)  
5 - WBL: Health and Social Care Service Development (40 credits)

#### 4.2 Employability

This award is designed specifically to enhance student employability in the health and social care 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 Digital 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**

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

#### 5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems, this includes the VLE and any other communication/file sharing tools necessary. Any required support is also provided
- Students also have an induction session with the College Learning 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 have the opportunity during induction week to meet with the programme team 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, Higher Education Office staff, including the Director of HE.



- Alumni speak to new students about their experience of the programme.
- A representative from the Student Union helps to elect student representatives.

### 5.2 Engagement Support

Engagement 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 contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers 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, decide 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 HE Additional Needs 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 HE Additional Needs 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 or reasonable adjustments 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 Equality, Diversity and Inclusion

At Middlesbrough College we strive to ensure equality, diversity and inclusion in every aspect of our provision. We recognise and appreciate individual uniqueness and believe these should be embraced. We foster a culture where every individual feels supported, valued, respected and accepted regardless of their age, race, ethnicity, disability, gender identity or expression, sexual orientation, religion, or any other characteristic that makes them who they are.

Every programme reflects our commitment to create an inclusive environment where each individual has equal opportunities to achieve and succeed. Discriminatory practice, unconscious biases and systemic barriers are challenged and eliminated. We will continue to develop a learning environment where we celebrate diversity, treat everyone with respect, dignity and fairness.

Inevitably, within this programme there will be a focus on wider structural and cultural issues that can potentially result in exclusion and disadvantage. These issues will be discussed and addressed at a module level and will be responsive to high profile events, media focus and the changing nature of society.

#### 5.5 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.

#### 5.6 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

#### 5.7 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 to get support from:

- Members of the programme team - module leaders and lecturers.
- The programme leader & year tutors: the programme leader (who has overall responsibility for the programme) is available to discuss assessment extensions and barriers to learning. Programme team members are identified to act as personal tutors and are available to discuss emerging issues with personal circumstances and support needs.

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.

#### 5.8 Programme Documentation and Online Learning Support

Students are provided with programme and module handbooks that contain comprehensive information on how their programme and modules are structured and delivered. These documents are also available to students throughout each academic year (and for the duration of their registration) via the College Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of materials. Assessments are communicated to and submitted by students using the VLE.

#### 5.9 IT Support

Students can also access remote support for learning via the college [Reboot scheme](#) and log IT support requests via the [HALO system](#).

#### 5.10 Library and Learning Resources

Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00
- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (on M365). This is where students can search for books, e-books and e-journals, using:

- [Heritage Online](#) for books and e-books
- [Discovery](#), our one stop shop for books, e-books and e-journals
- E-resources List, which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our E-resources Guides page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information
- or in groups either in groups or through Teams, sessions are bookable through the [Request Tutorial](#) page on LRC Information
- For quick queries e-mail at [LRCinfo@mbro.ac.uk](mailto:LRCinfo@mbro.ac.uk), telephone on 01642 333226 or in person in the LRC
- Drop-in sessions in the LRC

### 5.11 Virtual Learning Environment (VLE)

Every programme uses the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including: improving writing style and referencing, planning assignments, developing critical thinking and other key skills.

#### 5.12 Additional Learning Support

Any student that considers that they have, or may have, additional learning support needs can access a range of support through the college. Initial assessments by the college HE Additional Needs Coordinator (ANC) are provided to support understanding of the range of support that may be needed which will then trigger the provision required. Students declaring any additional need receive a formal assessment, after which the programme team are advised on the steps they must take.

#### 5.13 Student Services

All students can access college student services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the student services team also provide: counselling, financial support, learning support and signposting to additional or partner services.

#### 5.14 HE Student Areas

All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity. Access to the University Centre is available 08:00 – 21:00.

#### 5.15 The 'Job Shop'

The college has its own 'Job Shop' which provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including: help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All the support is available either through drop/bookable appointments or via on-line tutorials.

#### 5.16 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility, provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance are available during opening hours from experienced staff.

#### 5.17 Other facilities

The college has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces several performances throughout the year many of which are free for students to attend
- Hair Salon providing low-cost services

- Beauty Spa facility which offers:
- jacuzzi, light therapy, sauna, steam room, flotation room, 39 private treatment rooms, and nail bar
- Fully equipped recording studios and control rooms.

#### 5.18 Laptop Scheme

Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

### **6. Criteria for admission**

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

#### 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 4 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. For apprenticeships in England End Point Assessment (EPA)

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

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

### 10.1 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 and 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 is to place 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. These approaches have been further refined to form part of the college departmental review process.

### 10.2 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 college 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 students progress, the balance gradually evolves so that the students become 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.

### 10.3 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 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 both formal and *ad hoc* tutorials.

### 10.4 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

### 10.5 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.

### 10.6 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, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

#### 10.7 HE Digital Champion

The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

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

The proposed revalidated programme includes:

The inclusion of two new 20 credit modules, one at Level 4 and one at Level 5. These will allow for the introduction of assessment methods that focus specifically on the application of the knowledge and skills taught. To enable the additional modules credits at each level, the Work Based Learning modules have both been reduced from 60 credits to 40 credits.

The Level 4 module; Principles of Assessment and Care Planning introduces students to the underpinning principles and the associated skills set that contribute to high quality care in this key area of practice. The module will cover essential elements related to assessment and care planning including the consideration of risk and safeguarding, personalisation, and multi-dimensional care planning, as well cultural and access requirements, all in the context of legal and organisation requirements. Underpinning theory in the form of models and frameworks of assessment will also be explored as will ethical principles such as ensuring that the process is informed by service-user and carer perspectives.

Students will also explore how individualised/responsive communication skills (verbal and written) help build rapport and how active listening can contribute to a person-centred assessment and a meaningful and creative care plan that meets the individual's needs, with an emphasis on ensuring the process is informed by service-user and carer perspectives.

A variety of teaching and learning strategies will be used to deliver the content and to provide formative and summative feedback to students. These strategies will emphasise learning opportunities and assessment that are 'active' and provide opportunities to apply theoretical learning. Individuals with lived experiences will be involved in the formation of scenarios for assessments.

The Level 5 module; Law, Policy and Practice in Health and Social Care will explore key elements of law and ethical principles/practice, identifying and analysing fundamental perspectives of application, challenges, and conflicts found within health and social care settings. It examines underpinning processes and influencing factors on the creation of law in the UK. Students will investigate and understand the development of law and the influences affecting modern day UK legislation, in both the Children and Young People, and Adult sectors.

The module is designed to increase the student's knowledge of legal responsibilities that underpin health and social care practice. It provides a critical examination of ethical issues specifically relating to professional responsibilities and accountability as well as considering the individual's rights.

These modules are crucial, given that many graduates in this vocational area progress into the health and social care sector and contribute to the multi-disciplinary approach. It is essential these graduates are well-rounded practitioners and possess skills within all facets of the profession.

To accommodate the two new modules, the Work Based Learning modules (Level 4 and Level 5) have reduced from 60 to 40 credits.

The final change is the elongation of the Level 5 Research Methods module.

Discussions with students studying the second year of the Foundation Degree identified that the Research Methods in Health and Social Care module felt somewhat overwhelming, much of the content is new and due to the delivery plan (4 hours per week for 15 weeks) it is a short space of time to conceptualise and apply the knowledge, skills and techniques taught. The programme team have reconsidered the delivery plan, Research Methods in Health and Social Care will now be delivered over 30 weeks; this will ensure students have the time to assimilate concepts delivered. Both the External Examiner and Academic Review felt that this change would enhance the programme and support student development.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes																		
		A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	C4	C5	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	✓	✓	✓				✓			✓	✓	✓	✓	✓	✓				✓
	Principles of Assessment and Care Planning			✓		✓	✓		✓	✓	✓	✓		✓			✓			

Level	Study module/unit	Programme outcomes																				
		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	✓		✓				✓	✓	✓		✓	✓			✓	✓	✓	✓		✓	✓
	Law, Policy and Practice in Health and Care			✓	✓	✓						✓		✓		✓	✓		✓			✓

### Annexe 3: 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.