Programme Area: Education, Health & Lifelong Learning

BSc (Hons) Health and Social Care with Foundation Year

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	**BGU approval – date and outcome of last approval**	**(i)**	**Latest Periodic Programme review/approval**
			19 January 2022
2	**Next Scheduled Review Date: [Month/Year]**	**March 2028** **Foundation Degree & Combined Honours** Curriculum specifically attached to this programme specification will be reviewed at the same time.	
3	**Programme Specification - Effective date: [Day/Month/Year]**	Foundation Year: 01 September 2022 BSc (Hons) Health and Social Care: 01 September 2023	
4	**Version Number**	1.0	

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

The information in this document is organised into the following sections:
Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

Part 1

PROGRAMME ADMINISTRATIVE AND REGULATORY INFORMATION

SECTION A (YEARS 1-4) BSc (HONS) HEALTH AND SOCIAL CARE WITH FOUNDATION YEAR: ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BSc (Hons) Health and Social Care with Foundation Year	
1a	**Programme Code**
BSCHSC01F22	
2	**Brief Summary (for Marketing Purposes)**

Foundation Year

The Foundation Year is an articulated, structured programme of access to Higher Education. It will provide a solid basis for future undergraduate study at Bishop Grosseteste University. It is not a stand-alone qualification but is designed to underpin specific degree programmes to which it is directly attached e.g., BA (Hons) English Literature with Foundation Year.

The Foundation Year offers an introductory grounding in what it means to be a university student. It will equip learners with the intellectual and interpersonal skills for effective undergraduate study. It provides a unique opportunity to develop core academic skills. In addition, students will begin to develop an impressive portfolio of transferable skills for employability in a range of careers. Students will benefit from small class sizes, intensive teaching and bespoke pastoral care which will help them to get the most out of the programme and settle into university life.

This course is designed for students who do not have the usual academic qualifications or UCAS points for registration directly onto a degree course at Bishop Grosseteste University. On successful completion of the Foundation Year, students' progress directly to their chosen degree programme at Bishop Grosseteste University.

BSc (Hons) Health and Social Care:

Updated for marketing

The context of health and social care delivery has always been a constant talking point across public and political agenda. It was a key feature in the manifestos of all political parties in the last UK election due to the concerns that systems were being overwhelmed by unprecedented demand (Oliver, et al, 2014) with the UK population of over 75's is projected to more than double in size in the next 20 years, with over 22% of our population already over 65 thus increasing demand for both health care services and social care. The COVID19 Pandemic has accentuated the demands on the sector, exposed significant fragilities and will leave a care legacy which will need to be addressed.

All sectors within health and social care provision require both high quality initial education and training, alongside sustained and consistent updates (i.e., Continuous Professional Development (CPD) both informally and formally, through creditable programmes of learning and education.

This degree provides an entry point into a number of career paths in the Health and Social Care sectors. It is designed to allow students to pursue and apply knowledge and understanding of health and social care whilst following a systematic and critical review of evidence-based practice. Applied research is embedded throughout, supported by objective observation and critical analysis.

It is considered that consistent and high-quality education and learning challenges the status quo within practice and encourages reflection on and in practice, which inspires practice confidence and service enhancement and improvement.

3	Awarding institution	Bishop Grosseteste University		
3a	Programme Length	**Full-Time** 4		**Part-Time** NA
3b	Mode(s) of Study	Full-time		
4	Home Academic Programme Portfolio	Bishop Grosseteste University		
5	HECoS/UTT/UCAS code(s)	**HECoS/CAH2** 100476/ CAH15-04	**ITT**	**UCAS code** B758
6	Framework for HE Qualifications position of final award(s)	Foundation Year: Non-award bearing (Level 4) Health and Social Care: Certificate (Level 4) Diploma (Level 5) Honours (Level 6)		
7	Alignment with University Credit Framework	Foundation Year: Non-award bearing (Level 4) Health and Social Care: Undergraduate		
8	Compliance with University Assessment Regulations	*Academic Regulations governing Taught Qualifications, and* *Supplement to the Regulations for Undergraduate Awards with Foundation Year.*		
9	Progression routes with Foundation Degree (FdA) or Top-up	NA		

Awards

10	Final Award title(s)	Bachelor of Science (Hons) Health and Social Care with Foundation Year Students who are judged to have passed the criteria required to progress will be issued a 'Record of Achievement' for the Bishop Grosseteste University Foundation Year
10a	Exit or Fall-back Award title(s)	• Certificate of Higher Education Health and Social Care (120 credits) • Diploma of Higher Education Health and Social Care (240 credits) Students who do not complete the Dissertation and withdraw from the programme may be eligible for a Bachelor of Science Health and Social Care (300 credits)
10b	Pathway	N/A
11	**(i) Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12a	Available for delivery by a collaborative partner	*(PLEASE INDICATE WHETHER OR NOT THE PROGRAMME HAS BEEN WRITTEN FOR USE BY COLLABORATIVE PARTNER EITHER NOW OR IN THE FUTURE)* YES	
12b	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		NA	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		NA	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	At present there is no prescribed professional accreditation or 'fitness to practice' criteria for workers in the health and social care field, outside of the professions (social work, nurses, allied health professionals) registered with the Health Care Professions Council (HCPC). Employers, national organisations such as Health Education England, and sector skills bodies (Skills for Care and Skills for Care and Development) have been consulted and generally recognise that there is no recognised route for professional accreditation in this area of work.
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

Part 2

PROGRAMME CONTENT

SECTION B1 (YEAR 1) FOUNDATION YEAR: OUTCOMES

17	QAA Benchmark Statement(s)

The programme has been written to correspond closely with the:

- *UK Quality Code for Higher Education* (QAA 2018)
- *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ)
- specific reference to benchmark statements for *Education Studies* (2015)
- specific reference to relevant Bishop Grosseteste University codes of practice and guidance on programme specifications

18	Programme Aim

The Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher-level qualification, or those who, for a variety of circumstances, are unable to immediately satisfy typical entry criteria for undergraduate degrees.

The programme aims to prepare learners for Level 4 undergraduate study at Bishop Grosseteste University. It will:

- Provide learners with knowledge and understanding of basic academic communication and problem-solving skills
- Develop learners as critical thinkers utilising enquiry, investigation, and evidence-based analysis within interdisciplinary contexts
- Support learners to become self-directed learners in preparation for undergraduate study
- Enable learners to develop a range of transferable skills as a foundation for employment.

The Foundation Year provides an extended and intensive induction to Higher Education (HE) that feeds directly into learners' learning across the Foundation Year and beyond into their full degree programme. The Foundation Year is a direct articulation into existing and future undergraduate, non-QTS degree courses. Successful completion of this programme is required in order to follow the articulated degree programmes at Bishop Grosseteste University.

A number of degree programmes at Bishop Grosseteste University will benefit from the articulated Foundation Year, which will raise the number of appropriately prepared learners. It aims to reduce the level of additional academic support that might otherwise be necessary for some learners.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes

Students successfully completing the Foundation Year will be able to:

K&U 1: Demonstrate foundational knowledge of the fundamental concepts, principles and techniques which underpin future study at Level 4 and higher.

SPS 1: Demonstrate emerging ability to construct and evidence critical arguments as part of academic development.
SPS 2: Develop and provide evidence of application of core academic study skills such as time management, study methods, research, interpreting evidence, academic writing, presentation skills and digital tools for learning.

IS 1: Demonstrate a basic understanding of different approaches to problem solving that underpin future study at Level 4 and higher.

TS 1: Be able to work independently and collaboratively as part of a wider team and communicate effectively
TS 2: To begin to demonstrate reflective evaluation and responsibility for their own learning and personal development.

Programme-based learning outcomes are necessarily generic to support the development of key study skills applicable across all potential undergraduate programmes of further study at Bishop Grosseteste University.

The Bishop Grosseteste University Graduate Attribute framework identifies further outcomes learners should acquire. These reflect a collective understanding of the essential skills of a Bishop Grosseteste University graduate. Those completing this one year programme will therefore be further equipped with attributes suitable for a range of careers and lifelong learning.

These programme outcomes combine to provide a strong foundation for learners' future study and employability

20	**PGCE or Exit Award Learning Outcomes**

There is no premature exit award for this one-year, non-award bearing programme.

SECTION B2 (YEARS 2-4) BSc (HONS) HEALTH AND SOCIAL CARE: OUTCOMES

17	QAA Benchmark Statement(s)
	The Programme outcomes for the BSc (Hons) Health and Social Care are aligned with QAA level descriptors for levels 4-6 Undergraduate Degrees (QAA 2014) and QAA benchmarks for Undergraduate Degrees (QAA 2016) for social work and health studies (Updated November 2019).

18	Programme Aim

The Programme has been designed to support a flexible, learner-centered approach focusing on the application of theory into practice. Students will learn how to use evidence in a systematic way in order to establish general rules or conclusions from facts or examples in the field of Health and Social Care. They are expected to concentrate their academic energies on mastering the technical and practical facets of the field which is facilitated by the framework within this programme. This therefore aligns with students' personal, professional and practice development needs for a career in Health and Social Care and beyond into the growing area of Graduate entry provision, such as Occupational Therapy, Physiotherapy and Nursing.

Through its teaching, the Programme aims to produce high-calibre graduates who are ethical, autonomous, reflexive, and possess inquiring, analytical minds, which will support and drive practice quality and enhancement. The Programme will support students' post-graduate prospects, by adding quality to care and will promote their continued study at master's level and beyond.

Overall Programme Aims:

At the end of the Programme Graduates will be able to:

- Demonstrate systematic breadth and depth of knowledge and understanding of contemporary issues within Health and Social Care practice, considering professional and academic challenges, global perspectives, and relevant ethical and values-based issues.

- Exercise incisive critical analysis of relevant contextual issues whilst exploring the relationships between theory and practice in an everchanging Health and Social Care landscape.

- Construct arguments and rationales in support of the development and enhancement of high-quality provision for those utilising health and social provision.

- Critically evaluate and apply a critical understanding of local, national, and international policies and perspectives considering the implications for Health and Social Care practice and provision.

19	Programme Specific Outcomes

Final Award Learning Outcomes

On successful completion of the BSc (Hons) Health and Social Care, students will be able to:

Knowledge and Understanding (KU)

KU1 Demonstrate detailed knowledge and systematic understanding of the theory and practice of Health and Social Care from a local, national, and international perspective.
KU2 Expound a critical understanding of the relationship between theory and practice in the subject of Health and Social Care.
KU3 Acquire a critical awareness of the diversity and global context of Health and Social Care practice.

Subject Professional Skills (SPS)

SPS1 Demonstrate a comprehensive understanding of the complex nature of assessment and intervention, informed by evidence-based knowledge.
SPS2 Illustrate a critical awareness of values-based decision-making, inherent within reflective practice.
SPS3 Demonstrate a detailed and systematic breadth and depth of knowledge and understanding of contemporary social policy and practice issues.
SPS4 Show a critical appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), with an appreciation of the challenges of leadership in a professional context.

Intellectual Skills (IS)

IS1 Critically reflect on one's own views, perspectives, practice, and experience using rational argument and evidence-based principles in order to develop professionally.
IS2 Consider creative, innovative and/or original responses to presenting problems and issues in relation to the principles of professional practice within Health and Social Care.
IS3 Demonstrate the promotion of partnership working through skilled, proficient team inter-professional and multi-agency collaboration and communication, whilst recognizing and evaluating sector challenges.

Transferable Skills (TS)

TS1 Demonstrate the ability to communicate effectively using appropriate methods (including Information and Communications Technology (ICT)), to a range of audiences with different levels of knowledge and expertise.
TS2 Demonstrate a critical awareness of professional autonomy, accountability, regulation, legal and ethical issues, and in relation to working collaboratively within the sector of Health and Social Care.
TS3 Demonstrate the ability to make and effectively communicate decisions and be able to function confidently as a member of the wider Health and Social Care team.

TS4 Demonstrate through critical reflection one's own views, perspectives, practice, and experience using rational argument and evidence-based principles, in order to develop professionally.

20	Exit Award Learning Outcomes

Learning Outcomes – Higher Education Certificate Health and Social Care

Knowledge and Understanding (KU)

KU1 Demonstrate detailed knowledge and systematic understanding of the theory and practice of Health and Social Care from a local, national, and international perspective.
KU3 Acquire an awareness of the diversity and global context of Health and Social Care practice.

Subject Professional Skills (SPS)

SPS1 Demonstrate a comprehensive understanding of the complex nature of assessment and intervention, informed by evidence-based knowledge.
SPS2 Illustrate a critical awareness of values-based decision-making, inherent within reflective practice.
SPS4 Show a critical appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), with an appreciation of the challenges of leadership in a professional context.

Intellectual skills (IS)

IS1 Critically reflect on one's own views, perspectives, practice and experience using rational argument and evidence-based principles, in order to develop professionally.

Transferable skills (TS)

TS1 Demonstrate the ability to communicate effectively using appropriate methods (including Information and Communications Technology (ICT)), to a range of audiences with different levels of knowledge and expertise.
TS3 Demonstrate the ability to make and effectively communicate decisions and be able to function confidently as a member of the wider Health and Social Care team.

Learning Outcomes – Higher Education Diploma Health and Social Care

Knowledge and Understanding (KU)

KU1 Demonstrate detailed knowledge and systematic understanding of the theory and practice of Health and Social Care from a local, national, and international perspective.
KU2 Expound a critical understanding of the relationship between theory and practice in the subject of Health and Social Care.
KU3 Acquire an awareness of the diversity and global context of Health and Social Care practice.

Subject Professional Skills (SPS)

SPS1 Demonstrate a comprehensive understanding of the complex nature of assessment and intervention, informed by evidence-based knowledge.

SPS2 Illustrate a critical awareness of values-based decision-making, inherent in reflective practice.

SPS3 Demonstrate a detailed and systematic breadth and depth of knowledge and understanding of contemporary social policy and practice issues.

SPS4 Show a critical appreciation of the complexity of working effectively within a Multi-Disciplinary Team (MDT), with an appreciation of the challenges of leadership in a professional context.

Intellectual skills (IS)

IS1 Critically reflect on one's own views, perspectives, practice, and experience using rational argument and evidence-based principles, in order to develop professionally.

IS2 Consider creative, innovative and/or original responses to presenting problems and issues in relation to the principles to professional practice within Health and Social Care.

Transferable skills (TS)

TS1 Demonstrate the ability to communicate effectively using appropriate methods (including Information and Communications Technology (ICT)), to a range of audiences with different levels of knowledge and expertise.

TS2 Demonstrate a critical awareness of professional autonomy, accountability, regulation, legal and ethical issues, and in relation to working collaboratively within the sector of Health and Social Care.

TS3 Demonstrate the ability to make and effectively communicate decisions and be able to function confidently as a member of the wider Health and Social Care team.

SECTION C1 (YEAR 1) FOUNDATION YEAR: STRUCTURE

21a	Structures, modes of delivery (e.g. FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4

September		January	
FDY00120 Self As Learner	FDY00220 Resourcing Learning	FDY00520 Effective Communication	FDY00620 The Digital Learner
FDY00320 Critical Thinking	FDY00420 Critical Engagement	FDY00720 Reflective Learning	FDY00820 Academic Writing

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
FDY00120	CORE	Self As Learner	1 (Autumn)	N/A
FDY00220	CORE	Resourcing Learning	1 (Autumn)	N/A
FDY00320	CORE	Critical Thinking	1 (Autumn)	N/A
FDY00420	CORE	Critical Engagement	1 (Autumn)	N/A
FDY00520	CORE	Effective Communication	2 (Spring)	N/A
FDY00620	CORE	The Digital Learner	2 (Spring)	N/A
FDY00720	CORE	Reflective Learning	2 (Spring)	N/A
FDY00820	CORE	Academic Writing	2 (Spring)	N/A

SECTION C2 (YEARS 2-4) BSc (HONS) HEALTH AND SOCIAL CARE: STRUCTURE

21a	Structures, modes of delivery (e.g., FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 4 – 120 credits

Level 4	Semester 1	HSC40122 Foundations in Health and Social Care (30 credits)	HSC40222 Society and Self across the Lifespan (30 credits)
	Semester 2	HSC40322 Contemporary Perspectives and Practice in Health and Social Care (30 credits)	HSC40422 Introduction to Evidence-informed Practice and Decision Making (30 credits)

Level 5 – 120 credits

Level 5	Semester 3	HSC50122 The Law, Ethics, and the Individual (30 credits)	HSC50222 Health, Well-being and Society: A Global Perspectives Locally (30 credits)		HSC50622 Professional Development (15 credits) or GA Enhancement Module
	Semester 4		HSC50422 Collaborative Practice in Health and Social Care (15 credits)	HSC50322 Research Skills for Practice (15 Credits)	HSC50522 Mental Health, Well-being, and Resilience (15 credits) or GA Enhancement module

Level 6 – 120 credits

Level 6	Semester 5	HSC60322 Leading Health and Social Care (30 credits)	HSC60422 Dissertation (45 credits)	HSC60122 Individuality and Diversity: Meeting Everyone's Needs (15 credits)	HSC60622 Ageing Well in the 21st Century (15 credits)
	Semester 6				HSC60522 Using Research in Practice (15 credits)

21b	Module Structure

Level 4

Core Modules				
Code	Status	Module Title	Semester	No of credits
HSC40122	Core	Foundations in Health and Social Care	1	30
HSC40222	Core	Society and Self across the Life Span	1	30
HSC40322	Core	Contemporary Perspectives and Practice in Health and Social Care	2	30
HSC40422	Core	Introduction to Evidence Informed Practice and Decision Making	2	30

Level 5

Core Modules				
Code	Status	Module Title	Semester	No of credits
HSC50122	Core	The Law, Ethics, and the Individual	1 and 2	30
HSC50222	Core	Health, Wellbeing and Society: A Global Perspective Locally	1	30
HSC50322	Core	Research Skills for Practice	2	15
HSC50422	Core	Collaborative Practice in Health and Social Care	2	15

Subject Enhancement Modules				
HSC50522	Optional	Mental Health Well-being, and Resilience	2	15
HSC50622	Optional	Professional Development	1	15

Level 6

Core Modules				
Code	Status	Module Title	Semester	No of credits
HSC60122	Core	Individuality and Diversity: Meeting Everyone's Needs	1	15
HSC60322	Core	Leading Health and Social Care	1 and 2	30
HSC60422	Core	Dissertation	1 and 2	45
Subject Enhancement Modules				
HSC60522	Non-core	Using Research in Practice	2	15
HSC60622	Non-core	Ageing Well in the 21st Century	1	15

SECTION D1 (YEAR 1) FOUNDATION YEAR: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The Bishop Grosseteste University Foundation Year programme is in line with national practice and resembles Foundation Year programmes successfully offered by a number of UK higher education institutions to provide supportive access into higher education (HE). The Bishop Grosseteste University Foundation Year aims to contribute to widening participation and lifelong learning by encouraging participation by learners who may not previously have considered studying for a higher level qualification.

The Bishop Grosseteste University Foundation Year is therefore designed to support a wide range of learners from different backgrounds and with non-standard academic qualifications to enter HE. The programme provides an opportunity for learners to study at the University who are unable to evidence the usual level of entry qualifications / UCAS points required for entry to degree programmes at Bishop Grosseteste University.

The Bishop Grosseteste University Foundation Year programme is a complimentary internal programme of study to enable access to degree study at Bishop Grosseteste University. The Foundation Year programme is therefore designed to provide a common core of academic and generic study skills sufficient to build confidence and self-discipline to prepare learners for subsequent study and academic success at undergraduate level.

The Foundation Year programme is a pass-fail programme and is therefore non-award bearing. There are 8 modules, equally distributed between two semesters. Modules are studied over a 7 week period and are paired so that learners engage with two aligned, yet separate, modules each week. The pairing of modules, enables accumulative development of skills through a generic approach in which all learning is connected and builds incrementally throughout the year. It is anticipated that typically learners will attend face-to-face sessions for 6 hours weekly.

The programme has been designed to be delivered and assessed at Level 4 equivalence within the QAA FHEQ. This level indicates the intellectual demand and rigour of academic study required to successfully complete each module and provide a taster of the demands of degree level study.

A key design feature of the Foundation Year, has been the commitment to providing a programme which is suitable for a potentially diverse mix of learners.   In recognition of the diversity of learner experiences and needs, this programme has been designed to balance the current needs of learners with the future demands that studying at degree level will place on them.   The purpose of the programme is not to fully mirror a full undergraduate degree programme but to provide a foundational experience and, moderately and gradually, build confidence and capability of the learners. As such, the indicative hours of study are less than what might normally be expected on a full degree programme, but the delivery is condensed and intensely delivered per week. This delivery pattern is proved to best support the needs of learners on Foundation Year programmes, who typically have other life-commitments outside university.

Learning and teaching approaches utilise a blended approach of face-to-face, directed, online and independent study. A key feature of delivery are the 'learner-led, tutor-facilitated' group tutorials. These take place weekly and encourage individual learners to re-engage with education, to 'deconstruct' what might have been previously, less than positive, engagements with education. The tutorials encourage learners to 'reconstruct' and to take personal responsibility and ownership of their learning during the Foundation Year and beyond. Peer support and dialogic approaches form a strong element of this process.

The Foundation Year programme offers incremental steps to foster a thirst for, and enjoyment of, learning and a gradual acculturation into university life. This approach will help ensure that individuals who successfully complete the Foundation Year programme are effective, successful undergraduate learners who reach their own potential within the next stages of their learner journey at full degree programme level.

Learners on the Foundation Year build a set of knowledge, skills and attributes associated with university study which they will be able to directly transfer into their degrees. The generic nature of the modules aims to ensure that learners are equipped with the necessary study skills, and written and verbal communication abilities to succeed, as well as gaining independence and confidence to progress. To avoid duplication of content at a later date, learners do not formally study their chosen degree subject during the Foundation Year. However, subject-specific learning is integrated as part of each module, allowing them to focus on their chosen subject route. Learners will have the opportunity to engage with subject-specific materials, which may, for example, include attending taster sessions or tutorials delivered by Faculty subject experts. Learners may also select topics for study that allow them to explore their personal interests and prepare for their future studies.

Throughout the Foundation Year programme, learners are encouraged to draw on their knowledge from across their learning in all module sessions, with the aim that they become active in their approach to learning. The final piece of work requires learners to demonstrate their consolidated learning and understanding and involves the application of research, critical thinking and academic writing.

23	Learning and Teaching Strategies

Learning and teaching strategies for the programme as a whole are balanced and comprehensive, underpinned by the need to provide a supportive and directed framework for learners entering at Level 4 with widely differing experience, familiarity and confidence with prior study, from diverse backgrounds and with a variety of entry qualifications.   The programme provides the foundation for consolidated skills development in the learner's future degree programme. The modules are designed to be stimulating, challenging, relevant and useful. The modules enable learners to experience, engage with, and develop a range of key skills necessary for independent learning and effective undergraduate study.

Learning and teaching is characterised by a combination of directive, structured, supportive and practical strategies, and opportunities. These strategies aim to ensure that learners are supported in their learning whilst also developing skills, knowledge and confidence as independent learners as appropriate for future HE study. Learning and teaching strategies aim to make effective use of

social integration, group and project work to build confidence and support a community of learning.

Delivery is directed and guided, being designed to meet the needs and experience of learners who may not yet be ready to work with the full confidence and levels of autonomy normally expected at Level 4. Delivery of modules will therefore be through directive and interactive sessions, seminars and tutorials. Group work and workshop methods are also utilised. Learning will be additionally supported through the Virtual Learning Environment (VLE), and independent study.

The Foundation Year has a strong tutorial element, both group and personal tutoring. Typically, there are normally 6 scheduled learning hours per week, of which, 2-3 hours per week of 'learner-led, tutor-facilitated' sessions take place each week. Weekly study tutorials allow learners to discuss their formative tasks, assessed work, all feedback, key readings and issues raised in sessions with peers and tutors. Dialogic approaches enable learners to work on skills and areas of understanding in a supportive peer environment but also familiarises them with the processes of discussion and debate. The incorporation of group work also encourages learners to develop positive and supportive working relationships within the cohort.

Learning and teaching strategies have been selected to compliment the concepts being delivered, for example, digital skills workshops and library-based research tasks, discussion, debate, writing and speaking to a range of specialist and non-specialist audiences. The Foundation Year is intended to develop a strong learning community amongst the cohort but also to create a sense of institutional identity and a growing sense of subject community. The programme seeks to engender a sense of individual learner's 'belief in self' and also belief that they are academic, with a true entitlement to be members of a HE community of learners.

Throughout the year, learners work with their tutor to set and review personal targets so that they can clearly track their development across the year and avoid feeling overwhelmed by the level at which they will be required to work at on entry to their degree studies.

The programme team will work closely with the Foundation Year learners to ensure they are engendered as members of the Bishop Grosseteste University community.

The Foundation Year equips learners with the necessary skills to be autonomous and effective HE learners. Skills developed during the Foundation Year programme will be utilised and consolidated throughout undergraduate study and beyond, be that further study and/or employment. Collectively, the modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability.

24	Assessment Strategies

The Foundation Year programme offers learners opportunities to experience a range of formative and summative assessments. These include, short-form writing, annotated bibliography, presentations, micro-teach, use of digital technologies, reflective journal and academic essay.

Assessment strategies are designed to be supportive, build confidence and also aim to ensure learners develop the core skills required for successful study in Higher Education (HE). Assessment strategies deployed across the Foundation Year are balanced, comprehensive, diverse and

inclusive, ensuring that learners experience a range of assessment formats to assess attainment of intended learning outcomes but also to provide supportive preparation for undergraduate study. All modules employ early, small and frequent formative, as well as summative assessment, to ensure that learners gain confidence in their knowledge and abilities as they progress through the Foundation Year. Learners will also have opportunity for self-evaluation and reflection on their own learning progress and development of skills.

Formative feedback is an integral part of the Foundation Year programme. Learners receive feedback on plans and draft materials before final summative assessment submission, and have the opportunity to discuss the comments made in more detail with their tutor and peers to enable them to take responsibility for their learning and improvement. Feedback addresses key writing skills (including spelling, grammar and punctuation) as well as more advanced skills such as the structuring of arguments, summary of key concepts and demonstration of subject knowledge. There is also a focus on helping learners to gain an understanding of scholarly activity and the importance of accurate referencing, which will feed forward into their degree studies. Opportunities for verbal feedback and peer review are provided by interactive seminars and tutorials. Learners continue to reflect on their own performance and progression throughout the Foundation Year. Summative feedback is provided for all assessed pieces of work, and the comprehensive combination of formative and summative feedback allows learners to reflect on their progress, strengths and areas for improvement, and forms the basis for self-reflective and tutor-directed target setting.

The feedback cycle provides a strong sense of coherence and continuity of development within the course. Tutorial group sessions provide a focal point for learners to discuss their learning and track their acquisition of knowledge and study skills. The final module culminates in an academic writing project which provides learners the opportunity to demonstrate all of their Foundation Year learning and to receive the final detailed summative feedback they can utilise as they progress on to their continuing programme of undergraduate degree study.

Learners are assessed predominantly through coursework. Each module has an assessment portfolio that contains two or three tasks. This will include extensive use of portfolio-based assessment, in which learners assemble evidence of key tasks, often including reflection and critical review of their progress, strengths and weaknesses.

There are no formal examinations in the Foundation Year. This is in order to build learner confidence and ensure that learners are provided with supportive entry at Level 4. In general, the undergraduate curriculum at Bishop Grosseteste University makes limited use of formal examinations, although they are more common in social science subjects such as Psychology. Appropriate exam preparation is included in the relevant degree programmes as needed once learners progress from the Foundation Year.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
FDY00120	Self As Learner	N/A	*1*	-	-	100
FDY00220	Resourcing Learning	N/A	*1*			100
FDY00320	Critical Thinking	N/A	*1*			100

FDY00420	Critical Engagement	N/A	1			100
FDY00520	Effective Communication	N/A	1			100
FDY00620	The Digital Learner n	N/A	1			100
FDY00720	Reflective Learning	N/A	1			100
FDY00820	Academic Writing	N/A	1			100

The following table provides the indicative content of assessment tasks:

Module	Unistat	Task	Weighting	Indicative Word Counts	Indicative Content of Assessment Tasks
FDY00120 Self As Learner	Coursework	Portfolio	100%	1000	• SWOT analysis: Strengths, weakness, opportunities and threats • Discuss good and poor learning experience • Time management exercise e.g., Covey's '4-quadrant time management matrix'
FDY00220 Resourcing Learning	Coursework	Portfolio	100%	1000	• Exercise to demonstrate effective library searching • Peer review referencing • Annotating a bibliography
FDY00320 Critical Thinking	Coursework	Portfolio	100%	1000	• Explore approaches to, and models of, critical thinking e.g., Chatfield's 'Smart Study Model' • With peers, begin to deconstruct arguments in the literature in order to explore critical thinking • Create a personalised toolkit and action

					plan for critical thinking
FDY00420 Critical Engagement	Coursework	Portfolio	100%	1000	• Explore approaches to critical reading e.g., frame of reference • Read critically and annotate a text/source • Utilise techniques and tools to organise ideas e.g., visual organiser
FDY00520 Effective Communication	Coursework	Portfolio	100%	1500	• Deliver an effective spoken presentation of ideas • Create a written handout and annotated bibliography to support the presentation
FDY00620 The Digital Learner	Coursework	Portfolio	100%	1500	• Reflecting on workshop activities that have enabled the development of skills and appropriate uses of digital technologies to support learning e.g., use of VLE, collaborate online discussion, wikis, online safety, online profile • Self-evaluation of digital capabilities and confidence • Create an effective audio-visual presentation of ideas
FDY00720 Reflective Learning	Coursework	Portfolio	100%	2000	• Group collaboration to develop reflective template and action plan

					• Complete reflective journal of taster sessions • Micro-teach of something learnt from the taster sessions
FDY00820 Academic Writing	Coursework	Portfolio	100%	2000	• In consultation with tutor select a topic for study • Academic essay

25	**Inclusive Practice and Personal Development Planning**

Bishop Grosseteste University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported for the duration of the Foundation Year through the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The Foundation Year programme will support personal development planning through the use of the Bishop Grosseteste University Development and Career Plan (DCP) and the personal tutor system. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring/tutorial support for learners as appropriate. Learners will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All learners develop an e-portfolio, the Development and Career Plan (DCP). This is a detailed record of the development of skills, experience and knowledge which:
- Supports reflection on academic and assessed work and ensures learners are able to respond effectively to feedback from tutors and improve their grades
- Allows learners to collect evidence of the things that they achieve during their studies that promote their employability
- Supports the development of a close and well-informed relationship with their Personal Tutor.

Tutorials will allow learners to identify their strengths and weaknesses and receive targeted support, and this process ensures that learners' individual progress is tracked across all modules and that any academic or pastoral concerns are addressed promptly.

26	**Technology Enhanced Learning**

Learners will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of Blackboard, Bishop Grosseteste University's Virtual Learning Environment (VLE). As part of the blended learning pedagogical approach for the programme, preparatory, directed, and follow-up tasks and activities will be provided to inform, engage, and reinforce the learning for each module. Learning materials for the Foundation Year programme will be accessed through the module areas on Blackboard and

extensive use will be made of specific online resources that exist within the CELT areas of the VLE; especially Digital Learning and Learning Development resources, guides and self-reflection tools and materials.

Learners will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. In addition, learners will engage with research for relevant literature through online databases and electronic search engines as part of Bishop Grosseteste University's library provision. Included within the Library Systems are access to journals and specific subject related learning resources.

27	Work-related Learning and/or Placement

There is no direct connection to work-related learning or placement. However, the Foundation Year programme recognises the integral nature of core employability skills as part of undergraduate study.

28	Employability

All modules in the Foundation Year are organised around the development of transferable skills, such as presentation skills, successful time management, group work, critical thinking and problem solving. Collectively, the programme modules support all of Bishop Grosseteste University's Graduate Attributes and embed transferrable skills for employability. As such, Foundation Year learners will develop a range of relevant graduate attributes and skills including:

- problem-solving
- decision making
- locating resources
- analysis and evaluation of resources/evidence/data
- organisational skills, including time management, and project planning
- the ability to work in teams
- appropriate utilisation of digital technologies
- appropriate levels of communication – written, oral and visual

In addition to the development of a range of transferable skills, learners will engage with the Development and Career Plan (DCP) which encourages reflection on career aspiration and target setting to help achieve academic and career goals. The DCP e-portfolio allows learners to collect evidence of the things that they achieve during their studies that promote their employability

As Bishop Grosseteste University students, learners on the Foundation Year programme, will be eligible to engage with all workshops, sessions and extra-curricular activities as provided by BG Futures and Careers.

SECTION D2 (YEARS 2-4) BSc (HONS) HEALTH AND SOCIAL CARE: TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

It is acknowledged that health and social care provision is stretched beyond any previous estimates, with commentators emphasising that the UK National Health Service (NHS) is no longer "fit for the purpose for which it was designed" (Baggott, 2011, p10). For instance, the management and care of an ageing population with complex health and social care needs, changes in expectations and technologies, and challenges to resources from workforce shortages and funding, all contribute to services which are overstretched.

As a Bachelor of Science Award, this programme provides students with an opportunity to focus on and undertake research into their subject area i.e. health and social care. Their academic energies focus on reflecting critically and evaluating the practical facets of Health and Social Care, and they are supported through a variety of placements and sector specific learning.

This Programme's focus is on the promotion of values-based, holistic individualised care provision with consideration of effective practice and liaison with members of the multi-disciplinary team, both statutory, independent, and voluntary. Its aim is to promote community health and wellbeing, and it has a strong focus on both individual patients needs as well as that of the wider population (local, national, and global). The acquisition of transferable skills supports the promotion of the self-care agenda and focus on prophylactic and early intervention strategies to ensure services meet needs and expectations both current and future.

The Programme focusses on six integral, curricula pillars that spiral throughout the programme modules, and which are inherent elements of the graduate attributes that students will acquire. These are:

1) **Autonomous learning**
2) **Critical thinking and Reflection**
3) **Problem solving and decision making through effective utility of evidence-based practice and research.**
4) **Values-based ethically focused care**
5) **Practice improvement and innovation**
6) **Leadership and management**

The curriculum adopts an Inter-Professional Educational (IPE) approach (where possible), and it seeks to promote innovation and leadership across the field of Health and Social Care. Students will use critical reflection to consider relevant health and social care issues within their own lives and where relevant, within their own practice, whilst considering values-based and ethical frameworks of governance. They will be supported to consider wider implications of both practice issues and challenges, whilst reflecting locally, nationally, and internationally. They will be encouraged to consider creative and innovate ways of enhancing and improving practice.

This Programme will attract a diverse range of students; some will be currently practicing in the field of Health and Social Care and others will be considering a career within the sector. The Programme serves to support student needs to help advanced practice professionally, whilst understanding students' wider personal and professional commitments

The curriculum is designed to enable students to construct their learning journey in accordance with either their current job role and/or to meet the needs of career aspirations and future roles. All modules are supported by a spiral curriculum which sees six pillars (Section Above) supporting all the learning across all modules and the entire programme. Modules are a mix of compulsory and optional, with four compulsory modules at L4 (i.e., year one) and a blend across the remaining two years with two optional modules per semester. These optional modules are worth 15 credits each and may be considered as part of an exchange with other similar modules on other related programmes and at the discretion of the programme leader. In the final year (L6) there is a "capstone project" which forms the basis of the final award and is a supported independent learning project which focuses on an area of practice which is of interest to the student. All modules use the six pillars implicitly to support learning and teaching, which ensures synchronicity across the Programme and lead to a curriculum which focuses on elements that pertain to and support effective learning within the field.

The first year introduces Health and Social Care concepts and encourages reflection on and in practice. Further modules in subsequent years offer the opportunity to explore, develop and apply specific learning around contemporary areas of practice which will be enhanced further through the optional modules. These all build towards the Dissertation (Capstone project) and are seen as an opportunity for students to add value to the quality of provision within the field of Health and Social Care practice.

23	**Learning and Teaching Strategies** .

Learning and Teaching strategies utilise a diverse approach, with activities taking place face-to-face in the classroom, such as seminars, keynote lectures, workshops and tutorials, all supported through the effective the use of a Virtual Learning Environment (VLE) to support aoutonomous learning (See Section 26 Technology Enhanced Learning). It is acknowledged that a varied learning and teaching approach is critical to this Programme due to the diverse nature of the student group, who require a Programme with flexibility both in terms of content access and delivery, as well as opportunities for guided learning and support, with a view to building an autonomous learner.

During the Programme, students will study a total of 360 credits, with 120 credits being taken each academic year and at each Level. The Programme structure provides some flexibility which affords students the opportunity, where appropriate, to build their individual learning pathway based on their current and future professional needs, which will be supported by their personal tutor and a career development plan.

Within the Programme there is strong emphasis on ethical practice-focused learning, which will require students to focus on specific areas of practice through the use of a variety of self-selected reflective models. This encourages reflexivity and critical reflection of not only individual learning styles and needs, but also of individual practice.

A defining feature of this Programme is the development of the student's ability to undertake purposeful critical thinking and reflection. Modules develop and enhance the validity of judgments through the effective utility of evidence-based practice, which will inform effective decision-making resulting in practice enhancement. The development of students' ability is supported by the curricula pillars and placement activity (See Section 27, *Work-related Learning*).

The Programme provides a diverse range of opportunities for students to develop sector specific skills (that is within the field of Health and Social Care provision), as well as gain a generic knowledge which crosses regional, national and international boundaries (See Section 27, *Work-related Learning*).

24	**Assessment Strategies**
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The assessment strategy has been designed to support effective demonstration of the programme learning outcomes, alongside specific module outcomes. It systematically builds knowledge and understanding to support the final Dissertation (capstone project) where skills are required to design, implement, and evaluate a research output, which will add to the current knowledge base within health and social care and seek to enhance service effectiveness and provision.

The assessment strategy within the programme affords students the opportunity to demonstrate confidence in articulating their ideas and knowledge from the first year through to the final Dissertation. The strategy maintains a focus on both their individual and practice experience where appropriate. It supports the development of an independent learner who has a range of transferable skills both academic and professional.

Using the previously cited six pillars, assessments will test the scaffolding which supports the overall programme learning outcomes and will assist students not only to develop their academic skills, but link these to practice in order to drive critical reflection and quality improvement across the Health and Social Care sector.

Throughout the programme, research and evidence-based practice is an integral theme. Specific research focused modules use assessments to support the development of the skills required for the final Dissertation. This consists of an independent research project (with academic supervision) and the completion of a research report. For example, the module *Introduction to Evidence Informed Practice and Decision Making* (HSC40422) will explore the usefulness of evidence in the practice setting and consider how this supports the rationale behind decision-making processes. The integrity of evidence and its value in practice will be considered by undertaking critical evaluations through literature reviews. Modules such as *Contemporary Perspectives in Health and Social Care Provision* (HSC40322) and *Health, Wellbeing and Society: A Global Perspective Locally* (HSC50222) will ensure creditable evidence is used to inform practice.

A variety of assessments will be utilized across the Programme, which enable students to demonstrate confidence in their articulation of knowledge and critical understanding within their current or intended practice setting. Indicative methods used are written case studies, an exam, posters, and presentations.

Assessments will provide a reflexive learning platform that will enable students to build on their critical reflection skills, enabling them to evaluate their current practice and performance. All assessments build towards the Dissertation element, which, based on their observations of practice during placements, takes an ethical look at an area, that may need enhancement.

The diversity of assessment tasks will appeal to the range of abilities across the student body. In addition, the variety of assessments will build the academic skills of learners who may be returning to Higher Education after some time. Students who have specific learning requirements will be offered access to the relevant learning and support services, as well as through the module team and Personal Tutor.

Assessment strategy

Module Code	Module Description	Credits	Year	Assessment and Learning Methods: KIS		
				Exam/ Written %	Practical %	Coursework %
HSC40122	Foundations in Health and Social Care	30	1		30	70
HSC40222	Society and Self across the Life Span	30	1			100
HSC40322	Contemporary Perspectives and Practice in Health and Social Care	30	1			100
HSC40422	Introduction to Evidence Informed Practice and Decision Making	30	1			100
HSC50122	The Law, Ethics, and the Individual	30	2			100
HSC50222	Health, Wellbeing and Society: A Global Perspective Locally	30	2			100
HSC50322	Research Skills for Practice	15	2			100
HSC50422	Collaborative Practice in Health and Social Care	15	2			100
HSC50522	Mental Health, Well-being, and Resilience	15	2		100	
HSC50622	Professional Development	15	2			100

HSC60122	Individuality and Diversity: Meeting Everyone's Needs	15	3		100	
HSC60322	Leading Health and Social Care	30	3			100
HSC60422	Dissertation	45	3		20	80
HSC60522	Using Research in Practice	15	3		100	
HSC60622	Ageing Well in the 21st Century	15	3			100

Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
HSC40122	Foundations in Health and Social Care	30	1	70% Part 1 – Essay 30% Part 2 - Poster and oral presentation	3000 e/q 1000	End Semester 1 Mid Semester 1
HSC40222	Society and Self across the Life Span	30	1	50% Part 1 – Case based essay 50% Part 2 – Reflective account	2000 2000	End of Semester 1 End Semester 1
HSC40322	Contemporary Perspectives and Practice in Health and Social Care	30	1	50% Part 1 - Essay 50% Part 2 – Reflective Placement Account (with portfolio)	2000 2000	Mid Semester 2 End Semester 2
HSC40422	Introduction to Evidence Informed Practice and Decision Making	30	1	50% Part 1 – Literature Search 50% Part 2 – Reflective	2000 2000	Mid Semester 2 End of Semester 2

						account of learning		
HSC50122	The Law, Ethics, and the Individual	30	2	30% Part 1 – Reflective account	2000	End Semester 1
				70% - Practice portfolio	3000	End Semester 2
HSC50222	Health, Wellbeing and Society: A Global Perspective Locally	30	2	50% Part 1 – Essay	2500	Mid Semester 1
				50% Part 2 – Health promotion artefact	e/q 2500	End Semester 1
HSC50322	Research Skills for Practice	15	2	Formative Ethics Form	2500	Mid Semester 2
				Research Proposal		End Semester 2
HSC50422	Collaborative Practice in Health and Social Care	15	2	– Reflective Placement Account (with portfolio)	2500	End of Semester 2
HSC50522	Mental Health, Well-being, and Resilience	15	2	Individual Presentation of artefact	e/q 2500 (10 minutes)	End Semester 2
HSC50622	Professional Development	15	2	CPD Portfolio	2500	End Semester 1
HSC60122	Individuality and Diversity: Meeting Everyone's Needs	15	3	Individual oral presentation	e/q 2500 (15 minutes)	End Semester 1
HSC60322	Leading Health and Social Care	30	3	50% Part 1 - Practice reflection	3000	End Semester 1
				50% Part 2 – Reflective Placement Account (with portfolio)	3000	May: Semester 2
HSC60422	Dissertation	45	3	80% Part 1 Research Project	8000	End Semester 2
				20% Part2- Individual	e/q2000 (10 mins)	End Semester 2

				Poster Presentation		
HSC60522	Using Evidence in Practice	15	3	Academic Poster presentation	10 mins	End Semester 2
HSC60622	Ageing well in the 21st Century	15	3	Health Promotion artefact	3000	End Semester 1

25	Inclusive Practice and Personal Development Planning

Students on this Programme will be students who are looking for a career in Health and Social Care. The programme has not been designed to meet the requirements of any specific professional accreditation but is in line with employer requirements in the Health and Social care sector using Skills for Health and Health Education England's Career frameworks. It embraces the necessary requirements for the Care Quality Commission's Registered home manager scheme, providing learning opportunities that are meaningful and of an appropriate manner to support this.

The Government has acknowledged that in a number of employment sectors there are gaps in professional accreditation, and to this end are developing vocational routes to achieve this.

The commitment to widening access and participation is a vital element to this programme. The Programme adheres to the relevant legal and policy guidelines around anti-discrimination. All students will be supported throughout their Programme with access to the range of services such as specialised learning development, digital learning development, library and resources, and student support for pastoral needs, which are offered at BGU or, in the case of partnerships, at the students' delivering institution. BGU operates a Personal Tutor system to support students directly, where the programme is delivered at a partner institution, the delivering institution will provide a similar level of personal tutoring support.

26	Technology Enhanced Learning

Learning will be enhanced by the digital capabilities of a relevant Virtual Learning Environment (VLE) platform, thus meeting the increased student expectation of flexible and differentiated learning provision. Synchronous face-to-face learning with synchronous and/or asynchronous online components, provides a powerful response to learner needs, building a valuable bridge from formalised education to informal learning space. This approach meets the learning needs and styles of the students accessing the Programme, many of whom have busy professional and personal lives and often find traditional modes of education challenging for a variety of reasons. In addition, students will be encouraged to use on-line Library resourced databases for their searches. Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

27	Work-related Learning and/or Placement

Vision Statement

The BSc (Hons) Health and Social Care provides students with a learner centered, practice-focused programme of study. The degree aims to meet their personal, professional and employability needs with a Placement Experience at the core. Formal placements are an essential part of this programme and seek to not only align theory to practice but to bridge the divide.

Health and Social Care will benefit from the particularly strong and developing partnership with employers. We are committed to working in partnership with employers where this enriches and supports the course and helps prepare students for further professional qualifications or the world of work. The over-riding aim is to develop a robust Framework of Partnership in Action, which will assure the quality of experience of Health and Social Care students. This will be demonstrated through inter-professional networking across different health and social care settings.

The Programme provides Placement Experience across the three years, enabling students to meet with the diversity of the population experienced within the remit of Health and Social Care. Each placement incorporates two components: professional and academic. All students will be able to seek out opportunities within placement settings to enhance their learning.

The placement at Level 6 involves work experience or a project with employer involvement. This enables students to apply knowledge and skills in a real-life context offering them a valuable experience to draw upon when they present themselves to employers or selectors upon graduation. The nature of the tasks undertaken by students will depend on the focus of the employer in which they are placed. Health and Social Care is a diverse field, and we aim to place students within their areas of interest. A major part of placement learning is the social and cultural aspect where they have to fit into a team, engage with service users and staff and understand local customs.

An essential component of the placement experience requires the students to take part in a practice community approach, where all members actively engage in critical discussion of practice to enhance learning and attainment of new skills.

Students will be expected to complete a portfolio containing a mixture of job specific, personal and programme related outcomes. As part of this portfolio, they will be encouraged to engage in reflective practice and critical thinking around their placement experience. Opportunity to develop skills that will be useful to them in their future careers or further studies will be enhanced through shared learning with the placement setting and the University Health and Social Care Community.

In all cases, the course will adhere, as appropriate, to the requirements of the BGU *Code of Practice for Work-based Learning*. Where formal placements occur, they are supported by a placement handbook.

A learning contract will form part of the portfolio assessments in modules HSC40322, HSC50422 and HSC60322, with the supervision of practice being negotiated with a placement setting. The student will be supported during their placement experience to enhance learning.

28	Employability

The Health and Social Care sector is a dynamic and constantly changing environment and it will be important for the future workforce to be flexible and responsive. There is a requirement for practitioners to have skills to deliver more proactive care that is person-centred, and which meets the needs (and expectations) of children and/or adults. This needs to be undertaken in partnership with other services and agencies (statutory and voluntary). The critical importance of joined-up health and social care provision is stressed throughout the Programme with a strong emphasis on the development and understanding of each other's role in integrated delivery. It offers both a stimulating course of study and an NHS Graduate entry route into a large and growing number of Health and Social Care careers. For those wishing to progress onto careers within regulated professions such as Social Work, Nursing or Allied Health Care Professionals such as Occupational Therapists and Physiotherapists, applicants will be made aware of the opportunities for Graduate entry programmes.

The focus of the BSc (Hons) in Health and Social Care is to develop employability by ensuring that the education students receive on this course is enabling and creative, whilst reflecting a practical reality.

Careers that students can aspire to will include direct employment as well as employment through further study (such as the MA in Health and Social Care leadership and the MSc in Mental Health Well-being and resilience at BGU) or other graduate entry schemes. Other career opportunities exist for example graduate entry programmes into Nursing, Medicine, Allied Healthcare Professional roles, and social work and can be found on Health Careers and Skills for Health websites.

Bearing in mind the above, the programme has a strong employability and graduate attributes framework. There will be support for personal, professional and career development, for example through the University's Development and Career Plan or mode similar mode of support at partner institutions.

SECTION E1 (YEAR 1) FOUNDATION YEAR: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

There is no formal requirement for UCAS points to join the Foundation Year although normally GCSE English or equivalent is desirable. The Foundation Year syllabus does not include any specific element of upskilling in English language. Entrants must be able to demonstrate a minimum level of competence in English language.

In addition to this, some programme pathways have specific entry requirements, either at point of entry to the Foundation Year, or as a requirement in order to progress to the articulated degree programme. Details of specific entry requirements for each programme pathway are outlined in Appendix 1.

There is no provision for Accreditation of Prior Learning in respect of the Foundation Year.

Applicants may be interviewed to ascertain their suitability for the Foundation Year. This may be undertaken by MS Teams or telephone where required.

Applicants will select, at the time of application, the articulated degree programme that they wish to follow. The suitability of the selected, articulated degree programme will be assessed separately.

You may be required to undertake an Enhanced DBS check prior to enrolment on one of our programmes. For further information regarding this including a list of relevant programmes please see the university's Code of Practice for DBS Checks for Applicants and Students.

30	Programme Specific Management Arrangements

The Foundation Year sits within the Secondary, FE and teacher Development portfolio as part of the academic Faculty and is led by the Programme Leader for Foundation Year. The programme will be taught by the dedicated Foundation Year team.

31	Staff Responsibilities

Leadership of modules will be undertaken by specified team members as Module Leaders. Staff on the programme will be allocated to learners as personal tutors. In addition, an academic 'subject liaison tutor', for each subject, will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate. Academic staff from subject discipline areas will engage with Foundation Year learners during their studies by welcoming them to attend subject-taster sessions of the existing, validated undergraduate degree programme at Level 4. This enables Foundation Year learners to experience subject-specific 'tasters', typically of 8 hours, as part of module FDY007: Reflective Learning.

32	Programme Specific Academic Student Support

Close engagement with the wider professional services as part of the learner experience will be embedded within each module of the Foundation Year programme. The CELT team, specifically Learning Development and Digital Learning, will support academic literacies, digital capabilities, and work towards assessments. In addition, IT will lead sessions to ensure basic digital literacies and the Library Liaison Team will support information literacies. BG Futures will support career aspiration and development. The Student Advice team will support wellbeing and, alongside CELT, will seek to develop the resilience and growth mindset of the Foundation Year learners. Learners will have an allocated personal tutor as part of Bishop Grosseteste University's Personal Development Plan (PDP). The PDP is monitored via the Development and Career Plan (DCP) process including the development of the learner's e-portfolio. Learners will also be aligned to a 'subject liaison tutor' who will be a subject-specific point of contact for individual learners. The subject liaison tutor will provide advice regards the subject taster-sessions and also provide subject-context and mentoring support for learners as appropriate.

33	Programme Specific Student Evaluation

The Foundation Year programme complies with current institutional evaluation policies and annual monitoring.

The programme team are committed to ensuring a positive learner experience and working in partnership with learners to feed forward and enhance the learner experience at both modular and programme level. Learner engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor structures. The programme team will work closely with the Foundation Year learners to ensure they are engaged participants in the evaluation process.

In addition, student representatives will be invited to team meetings at regular intervals to provide opportunity for student voice, as well as feeding forward news and enhancements to the programme. Actions will be minuted and channeled through relevant boards, committees, and quality assurance processes.

SECTION E2 (YEARS 2-4) BSc (HONS) HEALTH AND SOCIAL CARE: PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

In order to be admitted to the Programme applicants will need to achieve between 96-112 UCAS tariff points (from a maximum of four Advanced level qualifications. A range of qualifications meet this requirement such as A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U. Consideration may also be given to those with prior learning with the use of a bridging assessment to confirm suitability.

In addition, all students will need an Enhanced Disclosure Check from the Disclosure and Barring Service (DBS). A successful Enhanced Disclosure is required on commencing the course.

If you have recently completed or have studied modules as part of a previous qualification, you may apply for Recognition of Prior Learning in line with the relevant Code of Practice. In addition, bridging assignments are available to enable those seeking direct entry in Level 5 o 6 to meet programme specific Level 4 and 5 learning outcomes. Minimum admissions points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University online prospectus https://www.bgu.ac.uk/courses

30	Programme Specific Management Arrangements
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General
The BSc (Hons) Health and Social Care programme is authored and validated at BGU. It is subject to BGU Codes of Practice and Regulations, including quality assurance, external examining, and awards. The programme will be managed through the Faculty structure at BGU. It will have a named programme leader within the Health and Social Care subject team.

Collaborative Partnerships
Collaborative, academic partnerships are subject to relevant processes and formal agreements being implemented at institutional level. Where the BSc (Hons) Health and Social Care programme is delivered by an external, partner institution, this collaboration is executed under the terms and conditions of individual institutional partnership agreements and the BGU Code of Practice for Collaborative Provision.

In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BSc (Hons) Health and Social Care programme is delivered collaboratively with a partner institution, the programme leader at the delivering institution is responsible for the day-to-day organisation of the programme. This involves producing schemes of work and teaching materials, planning and resourcing all teaching, learning and assessment on the programme. The delivering institution will undertake marking and internal moderation.

Course timelines and assessment points will be agreed between the delivering institution and BGU, enabling suitable time frames for cross moderation and external examining, and BGU's Module

Boards and Boards of Examiners. BGU will be responsible for ensuring that a suitable External Examiner has been appointed.

The named programme leader within the subject team at BGU (or delegated) will act as the subject-specialist link tutor. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice. The programme will adhere to BGU's Quality Assurance mechanisms and processes including Programme Committee Meetings (three times per year), annual monitoring reports (AMR), and enhancement planning. The programme will adhere to Codes of Practice at BGU/the delivering institution as set out in the institutional agreement.

In modules HSC40322, HSC50422 and HSC60322, students will be expected to observe practice guided by an allocated supervisor (See Section 27 – Work-related Learning). A learning agreement plan within the **Practice Handbook** which is part of the student's learning portfolio, will be completed by both student and supervisor at beginning of the placement, confirming the learning experience outcomes and action plan. This will then be completed at the end of the placement and signed by the student, supervisor and module leader. This will confirm the hours attended in practice which are essential to enable students to pass the relevant module and provide both the student and Personal Tutor (or equivalent role) with an action plan for future learning such as alignment with the Development and Career Plan (DCP).

31	**Staff Responsibilities**

The programme leader at the delivering institution is responsible for day-to-day organisation, including producing schemes of work and teaching materials, and planning and resourcing all teaching, learning and assessment on the programme. The programme team at the delivering institution remains under the leadership and management structures of their employing institution. Module leadership may be delegated, accordingly.

In keeping with the BGU Code of Practice for Collaborative Provision, whenever the BSc (Hons) Health and Social Care programme is delivered collaboratively with a partner institution, the named programme leader within the subject team at BGU (or delegated colleague) will act as the subject-specialist link tutor. This work will be overseen by the relevant Head of Programmes, on behalf of BGU academic faculty. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook.

Sharing of teaching resources across institutions delivering the same/similar programmes is considered good practice and is encouraged, wherever possible to enhance the teaching and learning on the programme and promote a positive student experience.

The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

32	Programme Specific Academic Student Support

The delivering institution will be responsible for specific academic support related to this programme, such as IT support, access to VLE and other applications, relevant software, and data bases. The delivering institution will be responsible for the conduct of assessment and associated support for students during the assessment process.

33	Programme Specific Student Evaluation

The Programme will be evaluated using the internal feedback systems currently in place at the delivering institution, such as the Bishop Grosseteste University Student Satisfaction Survey (BGUSSS). Other surveys will be utilised where relevant. All external expertise will use student evaluation to further enhance the learning and teaching experience.

 The programme complies with current BGU institutional evaluation policies. The delivering institution will enable students to participate in relevant evaluations and surveys. This might be facilitated by BGU, as appropriate to the programme and site of delivery.

Under the BGU Code of Practice for Collaborative Provision, where delivered collaboratively, the Programme Committee includes student representation and offers an additional forum for student voice. The delivering institution may augment this with its internal representation and evaluation processes.

SECTION F1 (YEAR 1) FOUNDATION YEAR: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	SPS1	SPS2	IS1	TS1	TS2
FDY00120 Self As Learner	■		■	■	■	■
FDY00220 Resourcing Learning	■		■	■		■
FDY00320 Critical Thinking		■		■		■
FDY00420 Critical Engagement	■		■			■
FDY005206 Effective Communication	■	■	■	■	■	
FDY00620 The Digital Learner			■	■	■	■
FDY00720 Reflective Learning				■	■	■
FDY00820 Academic Writing	■	■	■		■	■

SECTION F2 (YEARS 2-4) BSc (HONS) HEALTH AND SOCIAL CARE: MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

FINAL AWARD - BSc (Hons) (360 credits total with 120 credits at Level 6, 120 at Level 5 and 120 at Level 4)

Module Code	Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HSC40122	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40222	Society and Self across the Life Span	✓		✓		✓		✓	✓			✓		✓	
HSC40322	Contemporary perspectives and practice in Health and Social Care	✓		✓	✓			✓	✓			✓		✓	
HSC40422	Introduction to Evidence Informed Practice and Decision Making	✓			✓			✓	✓		✓				
HSC50122	The Law, Ethics and the individual	✓		✓		✓		✓	✓	✓			✓		
HSC50222	Research Skills for Practice	✓		✓	✓	✓		✓							
HSC50322	Health, Wellbeing and Society: a Global Perspective Locally	✓		✓	✓		✓		✓			✓	✓	✓	
HSC50422	Collaborative Practice in Health and Social Care	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	

 Programme Specification

Module Code	Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HSC50522 Opt 1	Mental Health, well-being, and resilience	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
HSC50622 Opt 2 (GA module)	Professional Development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HSC60122	Individuality and Diversity: Meeting Everyone's Needs	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
HSC60222	Advanced Research Skills	✓	✓		✓	✓	✓			✓		✓	✓		✓
HSC60322	Leading Health and Social Care	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HSC60422	Dissertation	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓
HSC60622 Opt 1	Ageing well in the 21st Century	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
HSC60522 Opt 2	Using Research in Practice	✓	✓		✓	✓	✓			✓		✓	✓		✓

 Programme Specification

Diploma in Health and Social Care (240 credits total - 120 Credits at level 5 and 120 Credits at Level 4)

Module Code	Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HSC40122	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40222	Society and Self across the Life Span	✓		✓		✓		✓	✓			✓		✓	
HSC40322	Contemporary perspectives and practice in Health and Social Care	✓		✓	✓			✓	✓		✓	✓		✓	
HSC40422	Introduction to Evidence Informed Practice and Decision Making	✓			✓			✓	✓						
HSC50122	The Law, Ethics and the individual	✓		✓		✓		✓	✓	✓			✓		
HSC50222	Research Skills for Practice	✓		✓	✓	✓		✓							
HSC50322	Health, Wellbeing and Society: A Global Perspective Locally	✓		✓	✓		✓		✓			✓	✓	✓	
HSC50422	Collaborative Practice in Health and Social Care	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	
HSC50522 Opt 1	Mental Health, well-being, and resilience	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
HSC50622 Opt 2 (GA module)	Professional Development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Certificate in Health and Social Care (120 credits at Level 4)

Module Code	Module Name	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	TS1	TS2	TS3	TS4
HSC40122	Foundations in Health and Social Care	✓			✓	✓			✓						
HSC40222	Society and Self across the Life Span	✓		✓		✓		✓	✓			✓		✓	
HSC40322	Contemporary Perspectives and Practice in Health and Social Care	✓		✓	✓			✓	✓		✓	✓		✓	
HSC40422	Introduction to Evidence Informed Practice and Decision Making	✓			✓			✓	✓						

SECTION G1 (YEAR 1) FOUNDATION YEAR

Graduate Attribute Mapping

Please indicate which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	SPS1	SPS2	IS1	TS1	TS2
Academic Literacies	■	■	■	■		■
Global Citizenship	■					■
Information Literacy	■	■		■		
Digital Fluency	■		■	■		
Employability			■		■	■
Being Enterprising					■	■

Graduate Attributes

- GA1. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. **Global Citizenship** This is about understanding the global context in which you live, study and work
- GA3. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

　　　　　　　　Programme Specification

SECTION G2 (YEARS 2-4) BSc (HONS) HEALTH AND SOCIAL CARE

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

	HSC40122	HSC40222	HSC40322	HSC40422	HSC50122	HSC50222	HSC50322	HSC50422	HSC50522 Opt1	HSC50622 Opt 2 (GA)	HSC60122	HSC60222	HSC60322	HSC60422	HSC60622 Opt 1	HSC60522 Opt 2
GA1 -Academic Literacies	✓			X		✓	X		✓	✓		✓	✓	✓	✓	✓
GA2 -Global Citizenship			✓		X	✓				✓	✓		✓	✓		✓
GA3 - Information Literacy	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓
GA4- Digital Fluency	✓		✓	✓		✓	✓	✓		✓		✓	✓	✓		✓
GA5 -Employability		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
GA6 -Being Enterprising			✓	✓	✓		✓			✓	✓	✓	✓	✓		✓

Graduate Attributes

GA7. **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.

GA8. **Global Citizenship** This is about understanding the global context in which you live, study and work

GA9. **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically

GA10. **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society

GA11. **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life

GA12. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H (YEARS 1-4) BSc (HONS) HEALTH AND SOCIAL CARE WITH FOUNDATION YEAR

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(eg students entering Level 5 from September 2016 onward)*

     Programme Specification

SECTION I (YEARS 1-4) BSc (HONS) HEALTH AND SOCIAL CARE WITH FOUNDATION YEAR

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						