Course Handbook
BSC (Hons) Health and Social Care (Top up)
2020/21
Pauline Cusack
School of Community Health and Midwifery
Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
1. Welcome to the course

Welcome to the BSc (Hons) Health and Social Care (top-up). The course is delivered by staff from the School of Community Health and Midwifery, at the University of Central Lancashire. All of the taught sessions are delivered at the Burnley Campus http://www.uclan.ac.uk/information/campuses/burnley/burnley.php

The BSc (level 6 academic studies) is designed to build on level 4 and level 5 academic study and experience. It provides the opportunity for shared and inter professional learning as students studying on the course have experience of both health and social care environments.

The course team will do their upmost to ensure that you have a positive and rewarding learning experience during the programme. Throughout the course you will be supported by an Academic Advisor and module tutor will provide advice on individual assignments.

This handbook provides a comprehensive overview of the course and is designed to answer as many questions as possible concerned with the syllabus (core and optional modules) as well as to anticipate a range of issues that might be raised around submission of work and assessment.

Rationale, aims and learning outcomes of the course

The intention of this programme of study is to achieve an understanding of the nature of health and social care, research evidence, health and social care policy and health and social care delivery. The core of the programme involves the application of social and behavioural science disciplines and concepts to current core themes, skills and issues relevant to health and social care delivery. You will develop an awareness of the changing political, philosophical, economic, cultural and social contexts of health and social care services. The study of factors influencing past and current health and social care services is focused primarily on the UK experience but the course also draws from a wide range of international and comparative studies. Students will gain a critical awareness of the similarities and differences between groups, cultures and countries.

Skills in academic inquiry, analysis, the presentation of balanced, evidence-based and reasoned arguments and conclusions are developed to meet student’s educational and employment objectives. Knowledge, skills, motivation, personal development and employability skills are facilitated to encourage learning and development for future work and life situations.

The study of health and social care within this programme is not committed to narrow definitions, but explores varying contributions to debate from a variety of disciplines and perspectives. The undertaking of core modules will enable you to build up a solid knowledge base and develop advanced critical thinking and problem solving skills. A range of optional module choices from specialist areas of health and social care, will encourage you to develop both an individual perspective and to pursue your particular interests and areas of practice.

The programme is aimed at those who have gained a Foundation Degree in Health and Social Care, or equivalent qualification such as a Diploma in a health or social care subject, and wish to further develop their knowledge base to Honours degree level. The course is ideally placed to meet the needs of current career frameworks in Health and Social Care. Applicants will be hoping to enter, or will already work in a range of health and social care related posts within
Health Trusts, Local Authorities, social care agencies, voluntary agencies, and community agencies.

1.2 Course Team

Course Leader

Pauline is a Senior lecturer in Health and Social care and specialises in Evidence based Practice and safeguarding. Pauline is a registered social worker with over 20 years of extensive practice experience, both as a frontline social worker and as a team manager in adult social work teams. Pauline has been teaching for 8 years, and the past 3 years of these has been as a full time lecturer. Pauline has a particular interest in aspects of social care law, person centred care and safeguarding; having an MSc in safeguarding. Pauline has worked in a variety of settings in social work- including hospital social work teams, a physical disabilities team, a safeguarding adults’ team and within a busy adult’ duty team. Pauline was also lead for a North-West local authority for the Mental Capacity Act 2005 and the Deprivation of Liberty Safeguards; having been responsible for local implementation of both these aspects of legislation when introduced into statute. Pauline teaches on a broad spectrum of courses across the school and also has responsibilities for course leadership for the BSc Top up degree in Health and Social Care. Pauline is currently studying for her Professional Doctorate with her research interest in Physical restraint with in mental health circumstances.

Pauline Cusack will be your Academic Advisor who will provide additional academic support during the year. Pauline will be the first point of call for many of the questions that you might have during the year and can signpost you in the right direction about course queries, e.g. the process for extenuating circumstances. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.
Jean is the course leader for the MSc Transforming Integrated Health and Social Care. As well as being an academic she has over 20 years’ experience as a registered homeopath. Jean has taught law, ethics, research skills, homeopathy, education, leadership, sustainability and practice skills for 25 years. She holds a diploma in Homeopathy, a Bachelors Degree in Law, an MA in Bioethics and Medical Law, an MSc in Holistic Approaches to Health, a postgraduate certificate in Education and a PhD. Jean’s research interests are varied and include qualitative homeopathy research, systematic review, ethics and sustainability issues. As well as sitting on the University Ethics Committee for STEMh, Jean has spoken at international conferences and publishes in academic journals.

Dr. Hazel Partington is the course leader for MSc Sustainability, Health and Wellbeing and module leader for MY4001 Health and Wellbeing; MW4036 Organisational Leadership and Management; NU4086 Applying Methods in Health Research; and teaches on NU4025 Introduction to Post Graduate Research and HP4006 Research, Ethics and Governance amongst other modules.

Hazel has a background of over 20 years in health care practice and has also provided education consultancy for Integrated Healthcare practitioners’ registering organisations. Her interest in practitioner development and education inspired Hazel’s research for her Professional Doctorate exploring professional identity and the potential of online learning to foster transformative learning experiences.

Hazel is an active qualitative researcher in Practitioner Education and Development, and Future Directions in Complementary Health Research.

Publications

- Doctoral thesis: Post-qualification education and professional identity in the contested landscape of Complementary and Alternative Medicine: a case of transformative learning in an online setting
Chris is a lecturer across both the School of Community Health & Midwifery and the School of Sports Tourism and the Outdoors combining his expertise and qualifications within the public health and sport sectors. He is course leader for the Foundation Degree in Health and Social Care.

Chris has an undergraduate degree in Sports Studies and a MSc in Public Health. Currently Chris is doing a SHA funded PhD in collaboration with the Maternal and Infant Nutrition and Nurture Unit (MAINN) research group on the “The impact of the 5 a Day campaign on Pre School children’s fruit and vegetable consumption”. Chris teaches on an array of health and sport related courses across both schools but particularly specialises in physical activity and dietary interventions around weight loss in children. Chris has also worked closely with the universities Healthy Settings Unit and ‘futures’ (UCLan’s enterprise, employability and careers service) in developing extra-curricular modules to educate and nurture student’s life skills around health and wellbeing.
Paul Reid is the course leader for MSc Applied Public Health and also teaches across other postgraduate and undergraduate health programmes within the School of Community Health and Midwifery. Previous to this, he worked as a Research Fellow at Manchester Metropolitan University for 8 years and prior to that spent several years working as a Residential Social Worker with people with learning disabilities and also with people with mental health problems. Paul has research and teaching interests in substance misuse, qualitative methodology, homelessness, health communication and the internationalisation of Higher Education.

Paul's main teaching and research area is substance misuse. He has carried out studies on public health aspects of both legal and illegal drug use; focusing most recently on brief interventions and alcohol. He also has a strong research interest in homelessness and health. Paul's PhD focused on social psychology and homelessness. He has recently developed an interest in teaching and learning with respect to internationalisation after several years' experience of running an MSc with students from a diverse range of countries and cultures. Paul completed a Postgraduate Certificate in Internationalisation of HE at the University of Northampton in 2011.
1.3 Expertise of staff

The course team are particularly qualified to teach on this programme because of their expertise including practice experience and research interests. Module leads are chosen because of their particular expertise in the subject areas which they teach upon. As part of the course students will be undertaking a Practice Project and will be allocated support from individual tutors with relevant practice experience and/or research interest. Below is a sample of research interests:

Pauline Cusack is undertaking research around Physical restraint from a service user perspective, as part of Doctorate study. She had published work in an international Journal and has spoken at an international conferences in Vienna and Dublin, around her research interest in physical restraint.

Chris Smith is undertaking a SHA funded PhD in collaboration with the Maternal and Infant Nutrition and Nurture Unit (MAINN) research group on the “The impact of the 5 a Day campaign on Pre School children's fruit and vegetable consumption”. His area of research interest is health promotion and Healthy Living.

Paul Reid’s main research interest is substance misuse. He has carried out studies on public health aspects of both legal and illegal drug use; focusing most recently on brief interventions and alcohol. He also has a strong research interest in homelessness and health.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hub which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. The Hub for this course is as follows:

Brook Building
Room 204
Community, Health and Midwifery
telephone: 01772 891992 and 01772891993
e-mail: brookhub@uclan.ac.uk
1.6 Communication
The University expects you to use your UCLan e.mail address and check regularly for messages from staff. If you send us e.mail messages from other addresses they risk being filtered out as potential spam and discarded unread. It is important for you to inform the admin team immediately of any change of address or mobile phone number so that we can update our records accordingly. You can also do this via MyUCLan in the student portal of the website. This is your responsibility and we cannot be held responsible for any communication failure if you have not informed us of any relevant changes.

Please note that allowing for other commitments such as annual leave staff will try to reply to your email within 3 working days of its receipt. Tutors are available from 9am-5pm, Monday-Friday and students can make appointments with lecturers at mutually convenient times.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly to the external examiner. Students will be able to access External Examiner reports by contacting the course leader.

Our External Examiner is: Kathleen Nthakomwa-Cassidy
De Monfort University

2. Structure of the course

2.1 Overall structure

FULL TIME ROUTE (1 YEAR)

Please note that ONLY 2 optional modules are selected

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
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<tbody>
<tr>
<td>PW3002 starts</td>
<td>NU3720 Safeguarding people</td>
<td>Optional module</td>
</tr>
<tr>
<td>NU3268 Developing leadership Skills/HI3001 Leadership at all levels commences</td>
<td>Optional module</td>
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<tr>
<td>Optional module</td>
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<tr>
<td>PW3002 Practice based research runs through all 3 semesters</td>
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PART TIME ROUTE (2 Years recommended)

Please note that ONLY 2 optional modules are selected

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<thead>
<tr>
<th>YEAR 1, SEMESTER 1</th>
<th>YEAR 1, SEMESTER 2</th>
<th>YEAR 1, SEMESTER 3</th>
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<tbody>
<tr>
<td>Optional module</td>
<td>NU3268 Developing leadership Skills/HI3001 Leadership at all levels</td>
<td>Optional module</td>
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<tr>
<td>Optional module</td>
<td>NU3720 Safeguarding People</td>
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<table>
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<tr>
<th>YEAR 2, SEMESTER 1</th>
<th>YEAR 2, SEMESTER 2</th>
<th>YEAR 2, SEMESTER 3</th>
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<tbody>
<tr>
<td>PW3002 Practice based research</td>
<td></td>
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<tr>
<td>NU3096 Multi professional Support of Learning and Assessing in Practice</td>
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<tr>
<td>MW3001 Health Promotion in Sexual Health</td>
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<tr>
<td>NU3194 Care management at the end of life</td>
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<tr>
<td>NU3326 Infection Prevention and Control Principles</td>
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<tr>
<td>NU3193 Principles and Practice of Tissue Viability</td>
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Please note that some optional modules will be delivered at Preston campus and are offered subject to minimum student numbers – Please contact Pauline Cusack to discuss the delivery plan for these modules

NU3096 Multi professional Support of Learning and Assessing in Practice
MW3001 Health Promotion in Sexual Health
NU3194 Care management at the end of life
NU3326 Infection Prevention and Control Principles
NU3193 Principles and Practice of Tissue Viability

2.2 Modules available
The course consists of 120 credits at level 6 in total. If you are a full time student, you will achieve these in one academic year. If you choose to study part time, you will usually spread your study across two academic years.

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment.

Core Modules
You must take:

- **NU3720** Safeguarding People
- **NU3268 or HI3001** Developing leadership skills (NU3268) /Leadership at all levels (HI3001)
- **PW3002** Practice based research

Optional Modules In addition two modules from the following list:

- **HS3705** Drugs and Health in Society
- **PZ3026** Promoting Healthy Lifestyle Choices
- **PZ3018** Managing Quality and Developing Others
<table>
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<tr>
<th>Module Code</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>NU3194</td>
<td>Care Management at the end of life</td>
</tr>
<tr>
<td>NU3326</td>
<td>Infection Prevention and Control Principles</td>
</tr>
<tr>
<td>NU3193</td>
<td>Principles and Practice of Tissue Viability (students who are nurse)</td>
</tr>
<tr>
<td>NU3153</td>
<td>Principles of Dementia Care</td>
</tr>
<tr>
<td>NU3133</td>
<td>Enhancing Physical Wellbeing in Mental Health Practice on the top up over the next academic year</td>
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Please note not all optional modules are available across the delivery sites.

2.3 Course requirements

It is essential that you complete **ALL** core modules and two optional modules at level 6 to achieve your degree.
2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.3 Study Time

2.3.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.3.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for **10 hours per each credit you need to achieve e.g. 200 hours per 20 credit module** Although the required attendance to UCLan Burnley will be one day per week it is expected that additional study is required each week. There are facilities available to all students at both Burnley and Preston campus which can be accessed.

2.3.3 Attendance Requirements

You are required to attend **all** timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to Notification of illness or exceptional requests for leave of absence must be made to the course leader.

Pauline Cusack on 01772 895112, pcusack@uclan.ac.uk

**NB:** If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent **for four weeks or more**, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance. UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. students can check their attendance record through myUCLan

Attendance will be monitored. To enter any other names would result in inaccurate records and be dishonest. **Any student who is found to make false entries can be disciplined under the student regulations.**

3. Approaches to teaching and learning

3.1 Expertise of staff

See Course Team information

3.2 Learning and teaching methods

Study Skills - ‘Ask Your Librarian’
You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”
“I need to find research articles, where do I start?”
“How do I find the Journal of …?”
“How do I use RefWorks?”

Learning will be facilitated by a range of strategies within modules and across the course as a whole. You will be taught by lectures, seminars and workshops, but will also be given guided reading to undertake (often before attending taught sessions) and you will be involved in group discussions and web-based activities as well as being offered individual supervision tutorials. These strategies have been developed to complement a wide range of learning styles.

3.3 Study skills
Although you will already possess a range of basic study skills, you will be encouraged to extend those to encompass advanced literature searching methods and critical appraisal skills. If you experience any difficulties with academic writing at this level you will be able to seek support from your Academic Advisor or access the WISER workshops for students.

WISER offer specialist advice and guidance to ALL students at the University; no matter what area of study. Their aim is to help students learn how to study more effectively and get better marks for your exams and assignments.

Email Address:  wiseraccess@uclan.ac.uk

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
- Your ‘Subject Guide’ can be found in the Library Resources
- Your ‘My Library’ tab in the Student Portal
- Library search

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.
3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Demonstration of these resources are delivered during the induction period and support in using these is available throughout the year

http://www.uclan.ac.uk/students/study/index.php
3.4.3 Blackboard

Each module will have a Blackboard space; students who are undertaking this module have access to this space. This space provides students with all the module materials required such as individual teaching sessions, Assessment guidelines, and the facility to submit module assessments via Turn it in (see Assessment section). Module notifications and messages are also often posted on here by the module leader.

http://www.uclan.ac.uk/students/study/elearn/index.php

3.5 Personal development planning

Personal development planning is a core learning process for all levels of higher education, work-based learning and continuing professional development. The University is committed to PDP being a part of every student’s programme at all levels.

Students are encouraged along with the support of the course team to:

• develop skills of reflection on their academic, personal and professional development
• increase their own self-awareness of their own skills, qualities, attitudes and capabilities;
• improve their own learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning;
• identify their own strengths, weaknesses and needs and direction for change;
• set goals and plan action for developing, monitoring and reviewing their own progress;
• compile their own records of learning experiences and achievement, including progress reviews, personal reflections and action plans;
• plan realistically for their career progression and manage their own career development and lifelong learning.

3.6 Preparing for your Career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

• To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
• Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
• You will then be ready to learn how to successfully tackle the recruitment process.
Futures offer a range of support for you including:

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- the Futures Award, a University Certificate which formally recognises your employability and enterprise achievements whilst at UCLan.

For more information visit the Futures Hub (next to the Library) or access them via www.uclan.ac.uk/futures.

4 Student support guidance and conduct

Information on the support available is at: https://www.uclan.ac.uk/students/

The course leader and Academic Advisor will be able to connect you to central services, such as module leaders There is a centralised Student and Academic Support Service which has The ‘i’ Student Information Centre as its first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status. The ‘i’ can also direct you to the right place to find information on Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley.

http://www.uclan.ac.uk/students/life/index.php

The ‘i’ also produces a Student Organiser and ‘i book’ which contain useful guidance for you. These are distributed by your School.

1. Student Organisers will be issued to all students in induction week

4.1 Academic Advisors

The Academic Advisor System has a vital role to play in enhancing students' academic and personal development and is essential in ensuring students make the most of their time at university. Academic Advisors will help students to reflect on their skills and experience, both within and outside of the curriculum, in an academic context and where appropriate, use this reflection to assist the student to formulate action plans. Students can use Starfish to identify who their Academic Advisor is. Academic Advisors can meet with students by appointment. Academic Advisors can provide additional academic advice and support during the year. Academic Advisors should be the main contact within the academic discipline, helping students to maximise their academic opportunities. Academic Advisors should also direct students to other sources of academic guidance within or beyond the School. Academic Advisors should actively listen to students, providing encouragement and support as appropriate. Academic advisors should also offer guidance and advice on the availability of appropriate support concerning study, financial and other matters offered by the University where these are affecting the student's ability to complete their studies successfully. To do this effectively, it is essential that tutors are aware of and liaise with their Senior Tutor, other
parts of the University and the Students' Union. One of the aims of the Academic Advisor System is to provide support for the induction process.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments. There is a named lead for students with disabilities within each school.

Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk.

4.3 Students' Union
The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
All the modules within the programme include summative assessments review table on pages 11 and 12
Summative assessment is an essential part of your modules. It provides evidence that you have achieved the learning outcomes. You must submit the module summative assessments to pass the module. Grades will normally be awarded against assessment criteria that have been designed specific to your module and you should check this with your module leader. A wide range of summative assessment methods are used across the programmes delivered by the School of Community Health and Midwifery. This ensures that broad ranges of learning styles are met.
Types of assessment utilised include the following
• Presentations (individual or group)
• Written assignments
• Poster Presentations
• Case studies
• Reviews based on research evidence

5.2 Notification of assignments and examination arrangements
At the commencement of each module students will be informed of the assessment strategy, this will be discussed with the main group and students will also be informed of submission deadlines as it will be different for each module. Students can also arrange appointments with the module supervisors to discuss the assessment. Details of assessment will also be included in each module handbook which will also be available on Blackboard

5.2.2 Submission of Work

Within the BSc Health and Social Care (Top up) all students are expected to submit their module assessments via the “Turnitin” link. No paper submissions will be accepted. The TURNITIN submission portal is located within the assignments tab in the designated module blackboard site. All students are requested to review the document Student Guide to Submitting TURNITIN Assignments prior to attempting to submit an assignment. Students are encouraged to take good advantage of the originality report system when compiling their written work, noting the expected time delay for receiving subsequent originality reports.

This process will be discussed at induction and the “Student Guide to Submitting TURNITIN Assignments will be available on the BSc course space via Blackboard
5.2.3 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the:

The module leader – contact details will be available in the individual module handbooks.

5.2.4 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.3 Referencing
A reference is any piece of written material, published or unpublished, to which a writer 'refers'. The purpose of this information is to enable the reader to locate the work and consult it. The reference acts as an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report.

A key component of academic writing is the use of high quality references to support the argument and debate in your assignment. References provide a theoretical framework for the topic, and demonstrate how you have developed your argument on the basis of published work. They also allow the reader to consult the original evidence supporting your point where, for example, you refer to the results of a research study.

You should always use the APA referencing system. This is explained in The School Referencing Guide.

5.4 Confidential material
The BSc Health and Social Care is related very much to practice in particular the practice project as such you may be handling and creating very sensitive information, as a result you are required not only to respect confidentiality but also to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Such information is also subject to General Data Protection Regulations and you should adhere to the contents of this act. The policy of maintaining anonymity and confidentiality applies whether you are an undergraduate or post graduate student.
Exceptions

There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- Signatures of staff or mentors on official documents.
- Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations.
- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate.
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from appropriate Ethics Committees.
- You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from your university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.
- The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.
- When submitting evidence in support of assignments, your course tutors may indicate how sensitive information should be presented and handled.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

- In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”
- In reference list: NHS Trust (name withheld) 2004 infection control policy
Please make sure you have read and understood the exceptions detailed above

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<tr>
<th>Do's</th>
<th>Don'ts</th>
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<tbody>
<tr>
<td>Do respect the right to privacy of an individual and/or organisation.</td>
<td>Don't name an individual or organisation (unless it is already in the public domain).</td>
</tr>
<tr>
<td>Do change all names to fictitious ones.</td>
<td>Don't include identifiable stationery in your work, such as letter heads, Lab forms or X-rays.</td>
</tr>
<tr>
<td>Do provide a statement with your assignment that all information has been anonymised.</td>
<td>Don't give information away that could identify an individual or organisation (unless it is already in the public domain).</td>
</tr>
<tr>
<td>Do reference work accurately if information is already in the public domain.</td>
<td>Don't include photographs that can identify a person or place.</td>
</tr>
<tr>
<td>Do support your discussions with reference to published work.</td>
<td>Don't make unsupported accusations.</td>
</tr>
<tr>
<td>Do seek guidance and advice where you are unsure.</td>
<td></td>
</tr>
</tbody>
</table>

Unless you are specifically required to include a critical appraisal, subjective or judgemental opinions about an employer or placement provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion.

NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within the School.

Issues which will be of importance may include:

- Level of study of student and or stage of course
- Extent and nature of the breach

Under these circumstances it may be that the School will impose a penalty. Your module leader/marker will work with you and the course leader to review the specific situation and involve the Dean of School/named deputy in the decision-making process.
5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

6.1 Course requirements

It is essential that you complete ALL core modules and two optional modules at level 6 to achieve your Degree.
6.2 Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; Confirmed grades will be published following the Assessment Board and results published and available via My UCLan.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

As a result of listening to students we have made amendments to the course:
- The Practice based research to be a double credit module and commencing in Semester 1
- All students are allocated module supervisors
- Study skills and Course expectations sessions to be delivered
- Staggered assessments during the course
- Students informed in advance of tutor availability at Burnley Campus
- Safeguarding people to be a core module in the course

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey
The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

We like to take every opportunity to gain student feedback, Please contact, Course leader, Module Leader, and Course Rep and we will be happy to listen. Semester evaluations and module evaluations can also be completed.

7.1 Course representatives
A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk.

7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Students will be given the opportunity to nominate a course representative at the start of the course. The students will also be given the dates of schedules SSLC’s which are held at Burnley Campus ( Board Room) there will be opportunities within the timetable for the student representatives to speak to the group prior to the meetings. Minutes of the meeting will then be circulated by the Burnley UCLAN staff.
7.3 Module Evaluation Questionnaires
Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Students are encouraged to complete these as their comments are valued.

Absolutely loved it!  🙇‍♂️🙂😊  did’t love it at all  😞😢蓂

7.4 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
Aims of the Programme

This programme is aimed at students who have gained an FdA in Health and Social Care and wish to further develop their knowledge base to Honours degree level. The course is ideally placed to meet the needs of current career frameworks in Health and Social Care. Applicants will be hoping to enter, or will already work in a range of non clinical health and social care related posts within Health Trusts, Local Authorities, Social Care agencies, Voluntary Agencies, and Community Agencies. The course equips students with an advanced understanding of the nature of health and social care and involves the application of social and behavioural science disciplines and concepts to current core themes, skills and issues relevant to health and health and social care delivery.

Within the core of the programme students develop an awareness of the changing political, economic, environmental, cultural and social contexts of health. These disciplines are applied to such themes as health improvement/promotion, communication, inequalities, leadership, resource allocation, partnership working, and community development. Skills in academic enquiry, analysis, the presentation of balanced evidence-based and reasoned arguments and conclusions are developed to meet students’ educational and employment objectives.
Personal/professional development is a central part of the course. Students will develop the transferable skills necessary to grow and develop into their future work and life situations.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
Students will be able to demonstrate knowledge and understanding of the following areas:

A1 Diverse and contested concepts of health, including multiple individual, political and socio-economic determinants of health and health inequalities
A2 Differing individual, group, cultural and community experiences of health and social care
A3 Key underlying social and behavioural science concepts, theories relevant to health and social care provision
A4 The changing national and global political, philosophical, technological, environmental, economic, organisational, cultural and social contexts of health and social care provision
A5 Current and historical themes and issues in global and national policy, and care provision, finance, organisation and leadership, uses of health information, research approaches, and key activities and concepts in public health and management.

Teaching and Learning Methods
A range of teaching and learning methods is used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audiovisual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction. Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect. Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience. Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled group tutorials.

Assessment methods
Module assessments are designed to measure the extent to which students have achieved the knowledge and skills expressed in the module learning outcomes. A range of assessment methods is used to extend and demonstrate students’ learning, including essays, critiques, reports, exercises, case studies, projects, individual and group oral presentations.

B. Subject-specific skills
The student will be able to demonstrate the following skills:

B1 Synthesising and selecting from the range of structural, biological and behavioural theories of causality relevant to health and social care, and ranges of values relevant to care provision
B2 Integrating personal experience into supported argument, including rationale for health and social care policy, interventions and programmes and evaluative mechanisms
B3 Analysing rationales for policies, and evaluating programmes and interventions
B4 Interpreting and using relevant research and various data sources, use of information technology, data collection, analysis. Selection and integration of theories from diverse themes in comparing health and social care systems, socially, culturally, politically and economically.

Teaching and Learning Methods

Assessment methods
A range of teaching and learning methods is used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audiovisual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction. Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect. Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience. Case studies, primary source analysis and problem solving exercises are used to facilitate the development of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, guided reading and supervision, including preparation for assignments, seminars and projects enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled group tutorials.

### C. Thinking Skills

The student will be able to demonstrate the following skills:
- **C1** Information finding and inquiry
- **C2** Critical reading, critical analysis and presentation of balanced, evidence-based and reasoned arguments and conclusions
- **C3** Interpretation and application of social and behavioural science concepts and theories to health and **social care** provision
- **C4** Selection and application of problem solving approaches with interpretation, evaluation and integration of theories, concepts, evidence and experience

### Teaching and Learning Methods

A range of teaching and learning methods is used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audiovisual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction. Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect. Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience. Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, guided reading and supervision, including preparation for assignments, seminars and projects enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled group tutorials.

### Assessment methods

A range of assessment methods is used to extend and demonstrate students’ learning, including essays, critiques, reports, exercises, research plans, case studies, projects, individual and group oral presentations. The assessment of personal and skills development is integrated into the core modules. Knowledge, skills, critical analysis and interpretation will be assessed at level 3, and an advanced depth of knowledge, critical analysis, and more independent investigation and commentary will be expected as students progress through the course. This will ensure that assessment is part of the learning process and enables students to enhance their learning and improve their performance.

### D. Other skills relevant to employability and personal development
The student will be able to demonstrate the ability to:

D1 Identify and select information sources, analyse information and appraise research.
D2 Demonstrate an awareness of and a sensitivity to diversity, reflection and personal development.
D3 Organise work, demonstrate self management and undertake projects.
D4 Utilise Information Technology, work with numbers, communicate of information, ideas and arguments.
D5 Demonstrate independent learning.
D6 Demonstrate an understanding of how to draft a professional CV and complete a job application.
D7 Demonstrate an understanding of how to prepare for a job interview.

Teaching and Learning Methods

A range of teaching and learning methods is used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes. Lectures, supported by paper-based, audiovisual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction. Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect. Seminars also provide the students with the opportunity to gain valuable job seeking skills, and discuss career aspirations and career pathway with a range of health and social care stakeholders. Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience. Case studies, primary source analysis and problem solving exercises are used to facilitate the development and application of skills and knowledge. Individual independent inquiry and analysis, with tutorial support, guided reading and supervision, including preparation for assignments, seminars, projects and dissertations enable students to develop and apply academic knowledge, skills and methodologies, and personal study, organisational and problem solving skills. Personal and skills development is integrated into the core modules, supported by web-based materials and timetabled group tutorials.

Assessment methods

A range of assessment methods is used to extend and demonstrate students’ learning, including essays, critiques, reports, exercises, research plans, case studies, projects, individual and group oral presentations. A reflective review will form part of the assessment criteria of the key core module and will allow the students to document their growth and development in this area. An advanced depth of knowledge, critical analysis, and more independent investigation and commentary will be expected as students progress through the course. This will ensure that assessment is part of the learning process and enables students to enhance their learning and improve their performance.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>**HS3000  **NU3268</td>
<td>Current Research Issues in Health and Health Care Systems (compulsory) Developing Leadership Skills (compulsory)</td>
<td>40 credits 20 credits</td>
</tr>
<tr>
<td>OR</td>
<td>***HI3001</td>
<td>Leadership at all Levels</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

BSc (Hons) Health and Social Care (Top up)
Requires 120 level 6 credits

BSc Health and Social Care (Top up)
Requires 80 credits at Level 6.
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PW3001</strong></td>
<td>Health and Social Care Practice Project (comp)</td>
<td>20</td>
</tr>
<tr>
<td>Optional:</td>
<td><strong>MW3301</strong> Sexual Health Promotion *</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>HS3705 Drugs and Health in Society</td>
<td>20</td>
</tr>
<tr>
<td><strong>PZ3018</strong></td>
<td>Managing Quality and Developing Others*</td>
<td>20</td>
</tr>
<tr>
<td>PZ3026</td>
<td>Promoting Healthy Lifestyle Choices</td>
<td>20</td>
</tr>
<tr>
<td>NU3096</td>
<td>Multi professional Support of Learning and Assessing in Practice*</td>
<td>20</td>
</tr>
<tr>
<td>NU3194</td>
<td>Care Management at the end of life*</td>
<td>20</td>
</tr>
<tr>
<td>NU3326</td>
<td>Infection prevention and control principles*</td>
<td>20</td>
</tr>
<tr>
<td>NU3026</td>
<td>Management of Long Term Conditions*</td>
<td>20</td>
</tr>
<tr>
<td>NU3193</td>
<td>Principles and Practice of Tissue Viability*</td>
<td>20</td>
</tr>
<tr>
<td>NU3633</td>
<td>Enhanced Working with Violence and Aggression*</td>
<td>20</td>
</tr>
<tr>
<td>NU3270</td>
<td>Safeguarding Vulnerable Adults*</td>
<td>20</td>
</tr>
<tr>
<td><strong>NU3720</strong></td>
<td>Safeguarding</td>
<td>20</td>
</tr>
<tr>
<td>NP3306</td>
<td>Student Initiated Practice Development*</td>
<td>20</td>
</tr>
<tr>
<td>****NU3133</td>
<td>Enhancing Physical Wellbeing in Mental Health Practice</td>
<td>20</td>
</tr>
<tr>
<td>****NU3153</td>
<td>Principles of Dementia Care</td>
<td>20</td>
</tr>
</tbody>
</table>

*Not available for delivery at Hugh Baird College

** These modules available at UCO.

*** only available for delivery at Burnley Campus

**** only available as optional modules at Hugh Baird College
15. Personal Development Planning

- Personal and professional development planning is an integral part of the programme and will be facilitated within core and optional modules, and by the student’s personal tutor. This development will be evidenced by the production of a reflective learning review as part of a core module assessment.
- Students will be encouraged to undergo ongoing reflection throughout the programme and to discuss with their personal tutor their ongoing development profile.
- As well as the outlined structured support for PDP, students will be continually encouraged to reflect upon and discuss their learning & experience. In particular a key programme strategy in helping to develop students, as students and professionals is the use of peer group activities, related to all aspects of the course, e.g. interprofessional activities. These are seen as a way of fast tracking thought processes, using others as sounding boards to help develop clarity and direction.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

- Successful completion of Foundation Degree in Health & Social Care, FdA Mental Health and Wellbeing or FdA Dementia and Assisted Living in Health and Social Care
- Diploma in Health and Social Care related subject

**Admissions criteria for University Campus Oldham:**

Foundation Degree/HND Merit in a relevant area.

Applications from individuals with non-standard qualifications, industry professional qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome and considered on an individual basis. All applicants will attend an interview.

17. Key sources of information about the programme

- Factsheet & Programme Specification
- School Website
- University Open Days
- Student Handbook
- Existing student networks
  University Campus Oldham website - [http://www.uco.oldham.ac.uk/courses/](http://www.uco.oldham.ac.uk/courses/)
- Hugh Baird College website [www.hughbaird.ac.uk](http://www.hughbaird.ac.uk)
### Curriculum Skills Map

**Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Compulsory (COMP)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>HS3000</td>
<td>Current Research Issues in Health and Health Care Systems</td>
<td>Compulsory</td>
<td>*</td>
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<td>*</td>
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<tr>
<td></td>
<td>NU3268</td>
<td>Developing Leadership Skills (compulsory) OR</td>
<td>Compulsory</td>
<td>*</td>
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<tr>
<td></td>
<td>HI3001</td>
<td>Leadership at all Levels</td>
<td>Compulsory</td>
<td>*</td>
<td>*</td>
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<tr>
<td></td>
<td>MW3301</td>
<td>Sexual Health Promotion</td>
<td>Option</td>
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<tr>
<td></td>
<td>HS3705</td>
<td>Drugs and Health in Society</td>
<td>Option</td>
<td>*</td>
<td>*</td>
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<tr>
<td></td>
<td>PZ3018</td>
<td>Managing Quality and Developing Others</td>
<td>Option</td>
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<td>PZ3026</td>
<td>Promoting Healthy Lifestyle Choices</td>
<td>Option</td>
<td>*</td>
<td>*</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>NU3096</td>
<td>Multi-professional Support of Learning and Assessing in Practice</td>
<td>Option</td>
<td>*</td>
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<tr>
<td></td>
<td>NU3194</td>
<td>Care Management at the End of Life</td>
<td>Option</td>
<td>*</td>
<td>*</td>
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<tr>
<td></td>
<td>NU3326</td>
<td>Infection Prevention and Control Principles</td>
<td>Option</td>
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<td>Option</td>
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**LEVEL 6**
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**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks