Course Handbook
Foundation Entry in Health and Social Care
Foundation Degree in Health and Social Care
Foundation Degree in Health and Social Care (Year 2)
2020/21
UCLan Preston and UCLan Burnley

Course Leaders
Foundation Degree in Health and Social Care - Chris Smith
Foundation Entry in Health and Social Care – Joy Gana-Inatimi

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.
## Contents

1 Welcome to the Course
2 Structure of the Course
3 Approaches to teaching and learning
4 Student Support
5 Assessment
6 Classification of Awards
7 Student Feedback
8 Appendices
  8.1 Programme Specification(s)
1. Welcome to the course

Welcome to the Foundation Degree and Foundation Entry in Health and Social Care. This course is delivered at the University of Central Lancashire by the School of Community Health and Midwifery and at partner colleges throughout the region. The School of Community Health and Midwifery has developed these courses in response to the needs of Health and Social Care providers in the voluntary, private and public sectors. We aim to enhance your training and qualifications to meet the current integrated service quality and performance agendas. This course is aimed at meeting the knowledge and skills required by the health and care sector, which is an important and growing sector of the economy and is relevant to you if you are working or intending to work with individuals, families, groups or communities in residential and community-based health and related settings.

This course will particularly help you to develop and enhance your knowledge of rehabilitation theory and practice and a range of care models, which focus on health and social care related activities, underpin the curriculum. The emphasis is placed on developing your skills and knowledge to allow you to become a valued member of any multi-professional team enabling patients to fulfil their potential within a range of health and social care settings. Whilst on the programme, you will be encouraged to take an evidence-based approach and to adopt a broad and critical stance in relation to health issues and inequalities. You will also be challenged to recognise the holistic needs of patients you work with and critically evaluate the effect of social, political, economic and cultural influences, to integrate theory and practice, and to share and accept differing approaches.

You should make the most of teaching sessions by attending and participating. It is also important that you manage your time effectively and meet deadlines. At the beginning of the course you will be allocated an academic advisor and an initial meeting will be arranged to discuss career development goals and set clear aims in relation to what you want to achieve from the course. You should use the support, guidance and feedback provided by staff to help to monitor and improve your performance.

This Handbook contains information about the aims and structure of the programmes. It tells you what you need to do to progress within the course and what you can do when you have been successful. It includes information about the modules you will be taking, about the teaching, learning and assessment approaches and what is expected of you. The information provided will be useful at various stages in your course of study. You may be undertaking the course on a part-time or on a full-time basis. Whatever mode or location of study you are following, we are committed to making your study enjoyable and productive. We will provide a learning environment in which you can develop the understanding and skills you need to meet your current and future goals.

Once again, the course team would like to welcome you and we hope the course meets your expectations and helps you achieve your goals.

Chris Smith
Joy Gana-Inatimi
Message from the Provost, UCLan Burnley

It is my great pleasure to welcome you to the Burnley Campus of the University of Central Lancashire. You are joining us at a very exciting time in the evolution of the University and over the next few years you will witness a significant expansion of the campus and our learning community. During your time with us as a student, we will provide you with many opportunities to gain new experiences. Please take advantage of these and immerse yourself fully into University life. The more you engage, the greater the benefits. I hope you have a very successful time with us and I wish you all the best for the year ahead.

Specific information on the Burnley Campus can be found on the website: https://www.uclan.ac.uk/burnley/

Dr Ebrahim Adia
Provost, Burnley Campus
Foundation Degree in Health and Social Care

1.1 Rationale, aims and learning outcomes of the course

The Foundation Degree in Health and Social Care has been developed to provide you with the knowledge and skills required for potentially working at an advanced support level within Health and Social Care services. These services could be situated within the public, private or voluntary sectors. The programme includes a range of academic and work-based modules designed to develop the skills and knowledge required to work in the Health and Social Care environments.

1. Aims of the Programme

- To equip students with a range of health and social care specific, transferable knowledge and skills to support their continuing personal, professional and academic development.
- To equip students with academic knowledge and critical thinking skills to enhance their ability to understand and discuss the context of Health and Social Care.
- To enable students to analyse relevant academic theories and concepts to enhance their work performance. They should take into consideration personal and cultural awareness to work across organisational boundaries and adapt to a changing environment.
- To cultivate and enhance the relevant values for working within a health and social care setting.

2. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Evaluate appropriate methods and techniques in research applicable to the delivery of health and social care.
A2. Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.
A3. Discuss and evaluate the organisational context and delivery of health and social Care.
A4. Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.
A5. Discuss the range of interventions available to promote independence in an variety of environmental contexts.

Teaching and Learning Methods

The teaching and learning methods will include a mixture of workshop, group discussions, seminars, problem-based learning, key-note lectures and case presentations. There will be self-directed study and all teaching and learning will be supported by the use of The Virtual Learning Areas (VLE).
### Assessment methods

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

### B. Subject-specific skills

B1. Explain the underpinning knowledge of function & dysfunction and how this is altered by disease, illness and injury.
B2. Evaluate the effects of disease, illness and injury on activities of daily living.
B3. Explain and analyse the skills to support people who require facilitation of function and maximise their independence.
B4. Identify and apply models of care and health promotion to practice.
B5. Explain and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.

### Teaching and Learning Methods

Lectures, workshops, tutorials, discussions, work based learning, use of (VLE)

### Assessment methods

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

### C. Thinking Skills

C1. Explain and apply a breadth and depth of relevant knowledge in health and social Care.
C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices within health and social care.
C3. Evaluate and apply problem solving approaches to well-defined problems.
C4. Present knowledge & information to support structured arguments.
C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.

### Teaching and Learning Methods

Discussions, workshops, use of (VLE), use of case studies, presentations and work placements

### Assessment methods

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

### D. Other skills relevant to employability and personal development

D1. Demonstrate skills in information collection and analysis, oral, written and visual
communication, structured argument, working with others and utilising research-based evidence.

D2. Application of theoretical knowledge to work based learning contexts.
D3. Development of transferable work based skills to enhance employability.
D4. Discuss and evaluate theories of communication relevant to work with individuals and groups.
D5. Analyse the importance of working collaboratively in the best interests of the patient by engaging with families, carers and communities as partners in care management.

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions, workshops, use of (VLE), use of case studies, presentations and work placements</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.</td>
</tr>
</tbody>
</table>
Foundation Entry in Health and Social Care

1. Aims of the Programme

1) To develop the learners’ understanding of Health and Social Care.
2) To prepare learners academically and socially for Higher Educational study.
3) To provide learners with an insight into the importance of evidence-based practice within Health and Social Care.
4) To develop and enhance learners’ self-awareness and interpersonal skills.
5) To facilitate learners’ progression opportunities within Health and Social Care.

2. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Apply key academic skills within the context of Health and Social Care.
A2. Examine the theoretical concept of reflective practice.
A3. Examine key concepts of database searching methods.
A4. Apply system-based knowledge of anatomy and physiology to practice.
   Develop an understanding of a structure processes for knowledge acquisition.

Teaching and Learning Methods

In regards to academic development, a structured methodology approach to knowledge acquisition will be applied where each learner will develop their own personalized knowledge acquisition process. This will be further developed through practical sessions, directed reading, case studies, reports, presentations, reflective logs / diaries and the application of relevant research-based evidence to support practice, workshops, discussions and interactive virtual learning. This wide range of learning methods will aim to replicate similar learning experiences which the learner will experience over the next three years within their chosen pathway of progression.

Assessment methods

- Essays
- Critiques
- In-class Reports
- Case studies
- Individual oral presentations
- Group presentation
- Workbook

B. Subject-specific skills

B1. Review and analyse the development to access professional programmes.
B2. Development of values and beliefs and service users underpinning values relating to the 6 Cs.
B3. Develop insight into the structure of Health and Social Care within the United Kingdom.
   Develop personal reflective practice skills.

Teaching and Learning Methods
Each module will identify appropriate learning and teaching strategies. A range of approaches will be used for example, lectures, seminars, discussions, case study analysis, E-Learn activity, directed study, reflective practice activities, maintenance of reflective critical diary and portfolio of learning and development.

### Assessment methods

- Essays
- Critiques
- In-class Reports
- Case studies
- Individual oral presentations
- Group presentation
- Workbook

### C. Thinking Skills

C1. Apply the concept of evidence-based practice and its use within Health and Social Care.
C2. Evaluate and analyse their own chosen career pathway.
C3. Evaluate the strength of evidence.
C4. Analyse and review the scope of practice of a range of healthcare professionals.

### Teaching and Learning Methods

Modes of delivery include lectures, guest speakers from appropriate health agencies/professions, seminars, group activities, workshops, debates and discussions, individual independent inquiry and analysis, web-based learning system (E-Learn), personal tutorials.

### Assessment methods

- Factsheet
- Individual oral presentations
- Essays
- Group presentation
- Rationale
- Hand out
- Workbook

### D. Other skills relevant to employability and personal development

D1. Develop literacy through analytical thinking and reflection and assignment development.
D2. Utilise and develop presentation skills.
D3. Develop key communication skills and interpersonal skills.
D4. Develop numeracy skills.
D5. Enhance learners’ self-confidence.
D6. Develop digital literacy skills
Develop collaborative working skills.
## Teaching and Learning Methods

Group work, seminars, workshops, experiential learning, e-learning, observations, tutorials and keynote lectures.

## Assessment methods

- Factsheet
- Individual oral presentations
- Essay
- Rationale
- Reflective account with action plan
- Individual interview / presentation
1.2 Course Team

Chris Smith is the Course Leader for the undergraduate **Foundation Degree** in Health and Social Care programme. If you have any issues concerning your overall academic profile of marks or want to change your mode of study or discuss any course-level issues you should contact Chris. If you are a Foundation Entry student, your Course Leader is Joy Gana-Inatimi. Each module will have a module leader who oversees the running and organisation of the module. An indicative list of tutors is provided below:

<table>
<thead>
<tr>
<th>Course Leader for Foundation Degree</th>
<th>School of Community Health and Midwifery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Smith</td>
<td>01772 89 3793</td>
</tr>
<tr>
<td></td>
<td>Brook Room 234</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:CSmith@uclan.ac.uk">CSmith@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Pauline Cusack</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>Module Leader</td>
<td>01772 89 5112</td>
</tr>
<tr>
<td></td>
<td>Brook Room 238</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:PCusack@uclan.ac.uk">PCusack@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Colette Eaton</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>Module Leader</td>
<td>01772 89 5108</td>
</tr>
<tr>
<td>Placement Lead Year 1 and 2</td>
<td>Brook Room 238</td>
</tr>
<tr>
<td>Academic Advisor</td>
<td><a href="mailto:CEaton@uclan.ac.uk">CEaton@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Joy Gana-Inatimi</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>Course Leader and Admissions Tutor, Foundation Entry</td>
<td>01772 89 5592</td>
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<tr>
<td></td>
<td>Brook Room 324</td>
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<tr>
<td></td>
<td><a href="mailto:JGana-Inatimi1@uclan.ac.uk">JGana-Inatimi1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Gemma Ward</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>Module Leader/Admissions Tutor/Academic Advisor</td>
<td>01772 89 3696</td>
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<tr>
<td></td>
<td>Brook Room 244</td>
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<td></td>
<td><a href="mailto:GWard4@uclan.ac.uk">GWard4@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Akua Quao</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>Module Leader/Admissions Tutor/Academic Advisor</td>
<td>01772 89 6326</td>
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<td></td>
<td>Brook Room 324</td>
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<tr>
<td></td>
<td><a href="mailto:ajquao@uclan.ac.uk">ajquao@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Martin Johnston</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>Module Leader/Academic Advisor</td>
<td>01772 89 6326</td>
</tr>
<tr>
<td></td>
<td>Brook Room 324</td>
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<tr>
<td></td>
<td><a href="mailto:MRJohnston@uclan.ac.uk">MRJohnston@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Wes Magee</td>
<td>School of Community Health and Midwifery</td>
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<tr>
<td>Module Leader/Academic Advisor</td>
<td>01772 89 6326</td>
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<td><a href="mailto:WMagee@uclan.ac.uk">WMagee@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Zoe Parkinson</td>
<td>School of Community Health and Midwifery</td>
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<tr>
<td>Module Leader/Academic Advisor</td>
<td>01772 89 6326</td>
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<td>Brook Room 324</td>
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<tr>
<td></td>
<td><a href="mailto:ZParkinson1@uclan.ac.uk">ZParkinson1@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>
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
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

UCLan Burnley
Information Building, Princess Way, Room C106
Opening times: 8.45am – 5pm Monday to Thursday, 8.45am – 4pm Friday
telephone: 01772 475500
e-mail: burnleyhub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Telephone: 01772 89 1992/1993
Email: BrookHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses, they risk being filtered out as potential spam and discarded unread.

As well as using email, the School utilises a variety of methods to communicate such as post or the Virtual Learning Environment (VLE). It is important for you to inform us immediately of any change of address or mobile phone number so that we can update our records accordingly. 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.**
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. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

**Externals for the Programme (Foundation Degree in Health and Social Care)**

Jennifer Hill
Senior Lecturer / Course Leader Foundation Degree Health and Social Care
University of Worcester

Tracey Miller
Lecturer in Health
University of Bolton
2. Structure of the course
2.1 Overall structure

Routes through the degree

Some students may access the Foundation Degree via a Foundation Entry Route meaning that their Foundation Degree would take 3 years full-time, the first year of which would follow the ‘Foundation Entry’ structure below. The remaining 2 years would then follow the Foundation Degree in Health and Social Care structure (also listed below).

Foundation Entry – Level 3 Modules has three modules per semester - each module runs over five weeks. Each week, you will attend for two full days. The first semester is designed to develop your academic writing skills, digital literacy skills and professional development. Semester 2 continues with further development of your professional practice and self-selected career pathway. This will lead onto two modules, which will apply your newly developed academic and digital literacy skills.

### Semester one

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Writing and Studying in Health and Social Care</td>
<td>20</td>
</tr>
<tr>
<td>Learning Development and using Information Communication Technology to present Information</td>
<td>20</td>
</tr>
<tr>
<td>Developing Skills for Delivering Health &amp; Social Care (1)</td>
<td>20</td>
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### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Developing Professional Skills for Delivering Health and Social Care (2)</td>
<td>20</td>
</tr>
<tr>
<td>Measuring Health and Wellbeing</td>
<td>20</td>
</tr>
<tr>
<td>Foundation in Anatomy, Physiology, Pathology and Disease</td>
<td>20</td>
</tr>
</tbody>
</table>

Joy Gana-Inatimi is the Course Leader for this Foundation Entry programme. If you need to discuss any aspect of this programme with her, your academic profile or other course-related issues, please contact her JGana-Inatimi1@uclan.ac.uk
The full programme specification for this foundation entry route is provided in the appendix of this handbook.

**Year 1 - Level Four Modules** are seen as introductory, aimed at developing a broad knowledge base and a range of subject specific, cognitive and key / transferable skills. You are expected to show understanding of key concepts and theories, the ability to evaluate different approaches to solving problems, and the presentation of knowledge to support structured arguments, to integrate theory and practice and to reflect on and take responsibility for your own learning and development As part of this year you will also be required to complete a work based learning placement and achieve 100 hours of placement time. You will be required to achieve 120 points at level 4 to progress to level 5.

**Year 2 - Level Five Modules** are aimed at developing a greater depth of knowledge and understanding and the ability to apply and critically evaluate key concepts and theories. You are expected to demonstrate the ability to select appropriately from a range of subject-specific, cognitive and transferable skills and problem-solving strategies, to apply them to well-defined problems, and to generate ideas. You should also demonstrate the ability to communicate information and arguments in a variety of forms. It will also enhance your ability to reflect on and integrate theory and practice, and further enable you to plan your future academic, professional and personal development. As part of the course you will also be required to complete a work based learning placement and achieve 100 hours of placement time. You will be required to achieve 120 points at level 5 to progress to level 6.

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

#### Foundation Entry – Level 3

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Module aims</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUC003</td>
<td>Academic Writing and Studying in Health and Social Care</td>
<td>This module aims to introduce students to the principles of academic writing and studying to prepare them for lifelong learning.</td>
<td>(20)</td>
</tr>
<tr>
<td>NUC004</td>
<td>Learning development and using information communication technology to present information</td>
<td>This module runs alongside NUC003 Academic Writing and Studying in Health and Social Care. This module aims to develop key reflective skills and critical thinking to enable students to internally reflect on their current practice and also interpret research and apply this to practice.</td>
<td>(20)</td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Title</td>
<td>Description</td>
<td></td>
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<tr>
<td>NUC005</td>
<td>Developing skills for delivering health &amp; social care (1)</td>
<td>This module aims to support students to develop their understanding of the professional skills needed in the Health and Social Care sector. There is particular emphasis on intrapersonal and interpersonal skills, the student knowing him/herself as a learner, working as an individual and learning to action plan towards development of individually identified professional skills and qualities. (20)</td>
<td></td>
</tr>
<tr>
<td>NUC006</td>
<td>Developing professional skills for delivering health and social care (2)</td>
<td>Following directly from the introductory module NUC005, this module aims to support students to apply their understanding of professional skills needed in the Health and Social Care sector. There is particular emphasis on collaborative communication and team-working skills and developing the professional qualities and values, which are essential for working in health and social care. (20)</td>
<td></td>
</tr>
<tr>
<td>NUC001</td>
<td>Foundations in Anatomy, Physiology, Pathology and Disease</td>
<td>The aim of this module is to enable students to develop the underpinning knowledge of the anatomy and physiology of the body and how this may be affected by illness, disease or injury and to be able to apply these key principles. (20)</td>
<td></td>
</tr>
<tr>
<td>NUC007</td>
<td>Measuring Health and Wellbeing</td>
<td>Evidence lies at the heart of health interventions at all levels, from government policy to individual practice. The module aims to introduce students to key sources of evidence and develop initial skills in interpretation and analysis. (20)</td>
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### Year 1 (Level 4)

#### Semester 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PZ1015</td>
<td>Study and Lifelong learning Skills</td>
<td>(20)</td>
</tr>
<tr>
<td>PZ1022</td>
<td>Communication and Collaboration</td>
<td>(20)</td>
</tr>
<tr>
<td>NU1019</td>
<td>Care from the Clients Perspective</td>
<td>(20)</td>
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#### Semester 2

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<th>Credits</th>
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<tbody>
<tr>
<td>NU1602</td>
<td>Anatomy, Physiology and Psychology of Health</td>
<td>(20)</td>
</tr>
<tr>
<td>PZ1090</td>
<td>Foundations For Practice</td>
<td>(40)</td>
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</tbody>
</table>

### Year 2 (Level 5)

#### Semester 1

<table>
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<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PZ2091</td>
<td>Evidence Based Practice</td>
<td>(20)</td>
</tr>
<tr>
<td>PZ2073</td>
<td>Health Promotion</td>
<td>(20)</td>
</tr>
<tr>
<td>PZ2035</td>
<td>Management and Leadership In Health and Social Care</td>
<td>(20)</td>
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</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PZ2092</td>
<td>Introduction to Long Term Conditions and End of Life Care</td>
<td>(20)</td>
</tr>
<tr>
<td>PZ2130</td>
<td>Management of Mental Health Across the Lifespan</td>
<td>(20)</td>
</tr>
<tr>
<td>PZ2090</td>
<td>Supporting Professional Practice</td>
<td>(40)</td>
</tr>
</tbody>
</table>
2.3 Course requirements

It is essential that you complete **ALL** modules at level 4 for a Foundation Certificate or levels 4 and 5 to achieve your Foundation Degree. This includes 100 hours of work based learning for Level 4 and 100 hours for level 5.

For the Foundation Entry course you must pass all of the modules at level 3 to complete the year – specific requirements for progression onto your chosen course are discussed below.

2.3 Module Registration Options

**Foundation Degree Progression**

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.

If you successfully complete the Foundation Degree in Health and Social Care, you may be able to progress to a programme leading to an Honours degree (Some courses subject to interview). The current programmes we offer at UCLan are

- BSc (Hons) Health and Social Care Top Up Degree
- BSc (Hons) Physiotherapy
- BSc (Hons) Occupational Therapy
- BSc (Hons) Nursing
- BSc (Hons) Midwifery

**Foundation Entry Progression**

Successful completion of this course guarantees progression to the following programmes [APM = Average Percentage Mark].

<table>
<thead>
<tr>
<th>Course</th>
<th>APM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons) Sexual Health Studies</td>
<td>40%</td>
</tr>
</tbody>
</table>

Subject to satisfactory enhanced DBS clearance progression at a 40% pass level is also available to:

<table>
<thead>
<tr>
<th>Course</th>
<th>APM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FdA Health &amp; Social Care*</td>
<td>40%</td>
</tr>
</tbody>
</table>
As a result of professional and regulatory body demands specific requirements for progression to other programmes within the Faculty of Health and Wellbeing. These are detailed below. Please note there is **no guarantee of progression** onto these programmes.

If you are predicted to meet the academic entry requirements, you are guaranteed an invitation to a selection event for entry to programmes in the year following study. The detail of the selection event varies by programme – see table below. This table is correct at the time of production of this handbook. The entry criteria to programmes that are regulated by professional and statutory bodies can change as a result of changing external policy. The course team will inform you of any changes to these processes as these become available.

- BSc Hons Counselling & Psychotherapy
- BSc Hons Pre-registration Nursing [Adult]
- BSc Hons Pre-registration Nursing [Child]
- BSc Hons Pre-registration Nursing [Mental Health]
- BSc Hons Midwifery
- BSc Hons Occupational Therapy
- BSc Hons Operating Department Practice
- BSc Hons Paramedic Science
- BA Hons Social Work

**Is subject to additional entry requirements:**

<table>
<thead>
<tr>
<th>Programme</th>
<th>APM</th>
<th>Satisfactory Interview</th>
<th>Enhanced DBS Clearance</th>
<th>Satisfactory Occupational Health Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons) Counselling &amp; Psychotherapy</td>
<td>40%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BSc (Hons) Pre-Reg Nursing [Adult]</td>
<td>50%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BSc (Hons) Pre-Reg Nursing [Child]</td>
<td>60%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BSc (Hons) Pre-Reg Nursing [Mental Health]</td>
<td>50%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BSc (Hons) Midwifery</td>
<td>60%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BSc (Hons) Occupational Therapy</td>
<td>60%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BSc (Hons) Operating Department Practice</td>
<td>50%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BSc (Hons) Paramedic Science</td>
<td>50%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BA (Hons) Social Work</td>
<td>50%</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**2.4 Study Time**

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

**2.4.2 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 – this includes attendance at UCLan and time spent in private study. The Foundation Degree runs 2 days a week; all classes will start at 9.00 am (unless stated otherwise) and finish at 4pm (unless stated otherwise). You are expected to invest your own time in planning and preparing for class.
The Foundation Entry course also runs over 2 days per week. Formal teaching begins at 9.30 and ends at 3.30 unless stated otherwise – the period from 9.00-9.30 and 3.30-4.00 is available for tutorial support. If you have any questions about the assignment or wish to discuss an issue that you might not feel comfortable discussing in front of the group then this time is available for you to speak to the module tutor.

2.4.3 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:

Foundation Degree:
UCLan
Chris Smith
School of Community Health and Midwifery
01772 893793
Brook 234
CSmith@uclan.ac.uk

Foundation Entry:
Joy Gana-Inatimi
School of Community Health and Midwifery
01772 895592
Brook 324
JGana-Inatimi1@uclan.ac.uk

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. It is also a requirement that you attend 100 hours of work-based learning within both year one and year two of the course in order to achieve the Foundation Degree in Health and Social Care. There is no work-based learning requirement for Foundation Entry students.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. 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 guide to regulations.
3. Approaches to teaching and learning

3.1 Expertise of Foundation Degree staff

**Pauline Cusack**

Pauline is a lecturer in Health and Social care and specialises in Care from a client’s perspective, Foundations for practice and safeguarding vulnerable adults. 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 adults social work teams. Pauline has a particular interest in aspects of social care law, person centred care and safeguarding vulnerable adults; 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 adults” 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 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 placement provision as part of student’s work based learning experience on the course.

**Colette Eaton**

Colette graduated in 1987 with a BA (Hons) in Social Science (Psychology and Sociology). Initially planning to train as a clinical psychologist, she started work in day services for women and men with learning disabilities before moving to work for the Royal National Institute for the Deaf as a residential rehabilitation worker for D/deaf people with additional difficulties in Blackburn and in South Devon. In 1999 she completed her Diploma in Social Work at UCLan and went on to achieve an MA in Social Work and Welfare Studies. After a brief period as a social worker for Deaf people in Preston, she moved to Blackburn College to work as a support manager, assessing and arranging support for students with learning disabilities, physical impairment and mental health needs. Colette has a particular interest in communication and interpersonal skills, practitioner resilience, supervision and support and workforce development. Practitioner since January 2009.

**Lindsay Robinson**

Lindsay is a RN (Adult) completing the course at UCLan in 1996, on qualification she specialised in theatre practice as an anaesthetic / recovery nurse and completed the advanced practitioner programme. In theatre one of her roles was to manage student nurses / ODP’s who visited theatre, from this Lindsay was seconded out of theatre practice to undertake a practice educator role for the Assistant Practitioners. Lindsay has been involved with the Foundation Degree in Health and Social Care (Rehabilitation Pathway) (Assistant Practitioner) since its development in 2004 and has continued with this programme since moving to UCLan. Within the university she has continued to focus on work based learning elements of the Foundation Degree programmes within Health. Lindsay has been course leader for the Foundation Degree in Sport, Health and Fitness run in partnership with the Royal Army Physical Training Corp for 5 years and currently the course leader for the BSc Health and Social Care (top up).
Chris Smith

Chris is a lecturer in Health and Social Care and specialises in public health and health promotion. Chris has an MSc in Public Health and is currently 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 related courses across the school but particularly specialises in physical activity and dietary interventions around weight loss in children as well as research methods and health promotion. 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.

3.1.1 Expertise of Foundation Entry Staff

Joy Gana-Inatimi (Course Leader/Admissions Tutor/ Module Leader NUC003)

Joy is a Consultant Chartered Respiratory Physiotherapist with over 20 years’ clinical experience in managing multiple pathologies, with the last 10 years specialising in respiratory care as a Clinical Lead for Chest Medicine and Pulmonary Rehabilitation. Joy has worked across critical care, acute medicine and primary care and is passionate about empowering patients to self-manage effectively and developing health care professionals to support patients through their patient journey. Joy has worked for over 17 years as a guest lecturer at different Universities and for over 10 years in clinical competency training and clinical education within the NHS. Joy currently works as a Senior Lecturer within the School of Community Health and Midwifery at the University of Central Lancashire where she specialises in anatomy and physiology, developing clinical skills, complex case management, long term condition management, rehabilitation and research. Joy is the course leader for the Foundation Entry (FdE) in Counselling & Psychotherapy, Health & Social Care and Sexual Health Studies. Joy has a BSc (Hons) degree in Physiotherapy and is a Consultant specialising in Chest Medicine, Long Term Condition Management, Complex Case Management and Pulmonary Rehabilitation. Joy has a PhD in Public Health from the University of Central Lancashire and is a Deputy Vice Chair for the University’s ethics Committee for STEMH (Science, Technology, Medicine and Health).

Gemma Ward (Academic Advisor/Admissions Tutor/Co-Course Leader/Module Leader NUC006)

After completing a degree in History of Art in 2009, Gemma trained as a midwife at UCLan until 2012. After gaining clinical experience, she returned to education to study for an MSc in Medical Humanities at the University of Manchester. She was awarded a distinguished achievement award for postgraduate student of the year in the faculty of Life Sciences for her work. Following this, in September 2015, Gemma was employed as a graduate teaching assistant at Edge Hill University where she gained experience undertaking a variety of teaching roles. She also began her PhD in health at this time, exploring student health professionals understanding of empathy and what impact, if any, does engaging with the arts have. In October 2016, Gemma returned to UCLan as a lecturer in health and social care.
Akua Quao (Academic Supervisor/Admissions Tutor /Cohort Lead/Module Leader NUC004)

Akua is a public health practitioner with extensive experience, especially in health communications. She has worked in public, private and third sector organisations for 26 years, where she established public health initiatives, which focus on raising awareness, influencing behaviour change and inequalities within various communities. Akua specialises in using copywriting, broadcasting and training skills to manage various media and training projects. For example, for Burson Marsteller, Department for Works & Pensions, GlaxoSmithKline, RBE Associates and Royal Society for Public Health. Akua was senior producer for NHS commissioned health programmes, broadcast on commercial radio stations in London and the South East, as well as on Student Radio. The University of London, Chelsea & Westminster Healthcare have successfully evaluated Akua’s productions. She has co-authored health promotion material, which won a BMA (British Medical Association) Patient Information Award. Since 2012, Akua has also been working in Further and Higher education, sharing her expertise with students who are keen to develop their knowledge and skills on a personal and professional level.

Martin Raymond Johnston (Academic Advisor/Principal Lecturer, Module Leader NUC007)

After completing a degree in Philosophy and Psychology at the University of Strathclyde in 1985, Martin went on to train as a Psychiatric Nurse. He then moved into the Further Education sector in the Glasgow area, teaching mainly at Cardonald and Clydebank Colleges. During this period he began work on an M.Phil. in Law and Ethics in Medicine at the University of Glasgow. He moved to Preston in 1992. Martin's teaching focuses upon philosophy and health at a variety of levels. In particular he is involved in teaching health ethics at both undergraduate and postgraduate levels, as well as delivering some specialist modules concerned with the relationship between philosophy and mental health generally and philosophy and medical psychiatry in particular.

Wesley Magee (Academic Advisor/Module Leader NUC001)

After completing his BSc (hons) in Biomedical Sciences with honours in Clinical Biochemistry in 2005, Wesley spent a year in Toronto where he worked for the Canadian Diabetes Research Association. During this time, he used his expertise in diabetes biochemistry as part of a major research group exploring stem cell pancreas transplants in children with Insulin Dependent Diabetes Mellitus. After this year, Wesley gained a Biomedical Scientist training post in Clinical Virology at Manchester Royal Infirmary Health Protection Agency Laboratory. During this time, he gained his certification to practice with the Institute of Biomedical Sciences and registration as a health professional with the Health and Care Professions Council. Wesley then trained as a lecturer and gained his PGCE. For the last 12 years, he has been a full-time lecturer in Health Sciences working in a range of settings such as schools, colleges and universities. Wesley has since completed a master’s degree in science, choosing pharmacology and pharmacokinetics of antiviral medication as his specialism. Wesley’s current research interests include; physiology of sexual health infections and transmission of Blood Borne Viruses, in particular; Hepatitis and HIV.
Zoe Parkinson (Academic Advisor/Module Leader NUC005)

After completing her BA (Hons) in Sociology and English Literature in 2008, Zoe worked as a support worker where she supported young adults with autism and challenging behaviours. During this time Zoe supported the young adults to develop life skills in an educational and residential setting. Zoe worked within a multi-disciplinary team monitoring behavioural changes and supporting the young adults’ speech and language development. Following this Zoe trained as a lecturer and gained her PGCE in 2012. Zoe has since worked as a teacher and lecturer in a range of settings including special educational settings with children and young adults with autism. She has also taught Sociology, Religious Education and Health and Social Care at secondary schools, colleges and university. Zoe is currently undertaking her master’s degree in Religion, Culture and Society, choosing the effects of socioeconomics on health as her specialism. Zoe’s current research interests focus upon the impact of poor accessibility of health care on the morbidity and mortality of BAME groups. Zoe is keen to discuss the wider implications of poor health on wider aspects of an individual and discuss with students the way in which this can be reduced or prevented.

3.2 Learning and teaching methods

The Foundation Degree and Foundation Entry course in Health and Social Care is focused on developing a range of skills for you to take into the work place in order to enhance the patient experience. Each week there will be a mixture of short lectures, group discussion, debates and presentations designed to meet the learning styles of all class members. You will be encouraged to reflect on experiences from the workplace in order to maximise learning opportunities and discuss these experiences within a group setting. The Foundation Degree assessments range from assignments, exams, presentations, debates and portfolio development. You will also be given directed study and reading lists to focus on to help focus on specific areas in preparation for class. The aim of the Foundation Degree in Health and Social Care is to focus on developing the skills, strategies, and behaviours required to perform as confident, independent, and active learners. We offer a wide variety of services including study skills development and peer tutoring as well as supplemental instruction. Our services are designed to help both those who are having academic difficulties and those who just want to improve their performance.

The Foundation Entry programme assessments include written assignments, workbooks and presentations. The aim of the programme is to allow you to develop the skills, knowledge and confidence required to be a successful, caring and resilient health and social care practitioner.

3.3 Study skills

Study Skills - ‘Ask Your Librarian’

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

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?"

From the outset of the course you will commence on module PZ1015 Study and Lifelong Learning Skills. This module is designed to help you develop the academic skills required for studying at university, as well as the skills to enhance your learning for the rest of your life. Lifelong learning is now a requirement in all professions to ensure that we continue to develop and use the most up-to-date knowledge in our practice. The module aims to assist you in identifying and making best use of learning opportunities in the workplace. You will be encouraged to reflect on experiences from the workplace in order to maximise learning opportunities from your area of practice and contribute to portfolio development. The core components of this module are:

- Study skills and learning styles
- Continuing professional development
- Personal development planning
- Portfolio development and use
- Learning from work and learning agreements
- Using IT for collecting and presenting information; presentation skills
- Using feedback
- Self-evaluation
- Literature searching
- Reflective practice
- Referencing

There are a variety of services to support students and these include

LIS [http://www.uclan.ac.uk/students/it_library.php](http://www.uclan.ac.uk/students/it_library.php)

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

[http://www.uclan.ac.uk/students/wiser/index.php](http://www.uclan.ac.uk/students/wiser/index.php)

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3.4 Learning resources

3.4.1 Learning and 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](http://www.uclan.ac.uk/library)
- Your ‘My Library’ tab in the [Student Portal](http://www.uclan.ac.uk/student)

[Library search](http://www.uclan.ac.uk/library)

Extensive [resources](http://www.uclan.ac.uk/library) 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
Library Information Services (LIS) provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As the University is moving towards a paperless system ALL documentation for the Foundation Degree and Foundation Entry course will be available on line (VLE) it is up to the individual if they want to print the information. The school and course handbook will be discussed during the induction week and presented to you on line. You will be given the appropriate training on accessing and using the Virtual Learning Environment (VLE) system at UCLan within your first week on the course.

3.5 Personal development planning

Academic advisor

When you commence on induction week on your course you will be allocated an academic advisor, their role is to support your academic and pastoral needs.

PDP embedded within the taught curriculum

You will have opportunities for:

- Skills auditing. These could be subject-specific, professional and/or transferable skills
- Setting of appropriate long-term planning of personal, educational and career goals
- Developing a PDP (Personal Development Plan)

The Foundation Degree and Foundation Entry course from the outset supports you in relation to PDP there will be specific session looking at skill development and the process of Personal Development Planning. This will directly relate to your work-based learning and portfolio development.

Work Based Learning and Portfolio Development

When it comes to preparing you for the working environment, work based learning is invaluable, either as a part of your course or in your spare time.

Benefits of work based learning

- Use your academic skills in the real workplace
- Learn what you need to improve while you are still at University
- Make contacts that could be useful in the future
- Find out what you do, and don’t, want to do before you begin your career
- Boost your confidence
• Improve your CV
• Help with your coursework and exams

Work Based learning is an integral part of the Foundation Degree in Health and Social Care (Rehabilitation Pathway). Throughout the course you will be expected to maintain a portfolio. This portfolio will include evidence of experience, reflective writing, Personal Development Plans and any other evidence of learning. How to compile a portfolio will be introduced in the Study and Lifelong Learning Skills Module.

The completion of a reflective learning journal will allow you to develop, in a realistic way, your knowledge and skills. You will be supported to do this through the study and lifelong learning skills module and your personal tutor. Together you will also develop a learning agreement which will help you identify your strengths, learning needs and priorities you will be able to use this to help you to identify appropriate work-based learning opportunities as well as providing you with a formal way of integrating your academic (theoretical) and practice experience. A skills log is issued which is developed using National Standards and Benchmarks and will support the development of knowledge.

For the Foundation Entry course, a reflective journal is not a requirement of the course, however, it is recommended that you keep one to aid your personal and academic development.

### 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. 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.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:

• career and employability advice and guidance appointments
• support to find work placements, internships, voluntary opportunities, part-time employment and live projects
• workshops, seminars, modules, certificates and events to develop your skills
Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

The course will equip you to perform as support, key and development workers, advisers, advocates or mentors. Opportunities will be open to you in residential, domiciliary and day care, nursing and care homes, advisory, support and rehabilitation centres, clinics and surgeries, voluntary, advocacy and community organisations, primary care agencies and in health development / education activities in schools, neighbourhoods and prisons. Your roles may involve you in work with people who have physical or learning disabilities, older people, families and children, young people, people with health problems. Those of you already working within rehabilitation may use this course to enable you to underpin your practice with relevant theory. This will enable you to work at a more advanced level and you may be using this course to enhance your knowledge and skills, to apply for promotion or to move onto other careers within rehabilitation.

It is important to remember that employment opportunities in the Health and Social Care sector are fluid and new roles are constantly developing as a result of changes in organisational policy and society. There are now many opportunities to work in rehabilitation within settings which have not been available before. This course will enable you to explore the opportunities which are available to you outside the professions which are normally associated with Health & Social Care.

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

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).

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. 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.
One of the aims of the Academic Advisors I System is to provide support for the induction process. All new students are required to see their Academic Advisors during Welcome Week and the levels of Tutorial support needed are likely to be highest at this time.

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.

4.3 Students’ Union One Stop Shop

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following: – as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment

5.1 Assessment Strategy
The assessments range from assignments, exams, presentations, debates and portfolio development. These strategies will be linked to the module and course learning outcomes. During your course you will be assessed on all of the modules which you undertake. In most cases you will be awarded a percentage mark for the assessment, unless the module or part of it is to be assessed as a pass/fail only. There are two main types of assessment - formative and summative.

Formative (intermediate) assessment provides you with an opportunity for reflection and development. This includes strategies that encourage you to build upon previous knowledge and explore new areas. The emphasis is on self-awareness, self-evaluation and development of the individual. Not all modules offer formative assessment and specific details will be found in your module information guide. Where it is used your module leader or indeed your fellow students will provide you with feedback on this work that may help you.

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 Health. This ensures that broad ranges of learning styles are met.

Types of assessment utilised include the following:

- Presentations (individual or group)
- Written assignments
- Web based examinations
- Practice placements
- Portfolios
- Poster Presentations
- Case studies

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 tutors to discuss the assessment. All module handbooks will clearly state assessment marking criteria and submissions dates.

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 Foundation Degree in Health and Social Care has a Work Based Learning element (WBL) to the course therefore 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 the Data Protection Act (1998) 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 you 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
<table>
<thead>
<tr>
<th>Do's</th>
<th>Don'ts</th>
</tr>
</thead>
<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 Work Based Learning (WBL) 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
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.
7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

Some key changes to the course based on student feedback have been both the delivery of the course over two full days and the further integration of work based learning across all level 4 and 5 modules as well as the reducing of some assessment weighting in modules.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>3. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. University School/Centre</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>6. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Title of Final Award</td>
<td>Foundation Degree in Arts in Health &amp; Social Care</td>
</tr>
<tr>
<td>8. Modes of Attendance offered</td>
<td>Full time and part time</td>
</tr>
</tbody>
</table>
| 7a) UCAS Code | L517  
| 7b) JACs Code | TBC |
| 10. Date of production/revision of this form | April 2018  
|  | Updated June 2018 / October 2018 |
| 11. Aims of the Programme | |
To equip students with a range of health and social care specific, transferable knowledge and skills to support their continuing personal, professional and academic development.

To equip students with academic knowledge and critical thinking skills to enhance their ability to understand and discuss the context of Health and Social care.

To enable students to analyse relevant academic theories and concepts to enhance their work performance. They should take into consideration personal and cultural awareness to work across organisational boundaries and adapt to a changing environment.

To cultivate and enhance the relevant values for working within a health and social care setting.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Evaluate appropriate methods and techniques in research applicable to the delivery of health and social care.

A2. Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.

A3. Discuss and evaluate the organisational context and delivery of health and social care.

A4. Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.

A5. Discuss the range of interventions available to promote independence in a variety of environmental contexts.

**Teaching and Learning Methods**

The teaching and learning methods will include a mixture of workshop, group discussions, seminars, problem-based learning, key-note lectures and case presentations. There will be self-directed study and all teaching and learning will be supported by the use of The Virtual Learning Areas (VLE).

**Assessment methods**

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

#### B. Subject-specific skills

B1. Explain the underpinning knowledge of function & dysfunction and how this is altered by disease, illness and injury.

B2. Evaluate the effects of disease, illness and injury on activities of daily living.

B3. Explain and analyse the skills to support people who require facilitation of function and maximise their independence.

B4. Identify and apply models of care and health promotion to practice.

B5. Explain and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.

**Teaching and Learning Methods**

Lectures, workshops, tutorials, discussions, work based learning, use of (VLE)

**Assessment methods**

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

#### C. Thinking Skills

C1. Explain and apply a breadth and depth of relevant knowledge in health and social care.

C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices within health and social care.

C3. Evaluate and apply problem solving approaches to well-defined problems.

C4. Present knowledge & information to support structured arguments.

C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.

**Teaching and Learning Methods**
Discussions, workshops, use of (VLE), use of case studies, presentations and work placements

**Assessment methods**

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

**D. Other skills relevant to employability and personal development**

D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.
D2. Application of theoretical knowledge to work based learning contexts.
D3. Development of transferable work based skills to enhance employability.
D4. Discuss and evaluate theories of communication relevant to work with individuals and groups.
D5. Analyse the importance of working collaboratively in the best interests of the patient by engaging with families, carers and communities as partners in care management.

**Teaching and Learning Methods**

Discussions, workshops, use of (VLE), use of case studies, presentations and work placements

**Assessment methods**

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

**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 5</td>
<td>PZ2090</td>
<td>Supporting Professional Practice</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PZ2073</td>
<td>Health Promotion</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>PZ2092</strong></td>
<td>Introduction to Long Term Conditions and End of Life Care</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>PZ2130</strong></td>
<td>Management of Mental Health Across the Lifespan</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PZ2035</td>
<td>Management and Leadership in Health and Social Care</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PZ2091</td>
<td>Evidence Based Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PZ2074**</td>
<td>Rehabilitation Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

**Foundation Degree**
Requires 240 credits (120 at Level 4 and 120 at level 5)

*Not delivered at Cardinal Newman College
^ Not delivered at Furness College
** Not delivered at West Lancashire College

| Level 4 | PZ1015 | Study & Lifelong Learning Skills | 20 |
| | PZ1090 | Foundations for Practice | 40 |
| | NU1602 | Concepts of Human Anatomy and Physiology | 20 |
| | NU1019 | Care from the Client Perspective | 20 |
| | PZ1022 | Communication and Collaboration | 20 |

**Foundation Certificate**
Foundation Certificate in Health & Social Care (Requires 120 credit at level 4 or above)

| Level 3 | NUC003 | Academic Writing and Studying in Health and Social Care. | 20 |
| | NUC004 | Learning development and using information communication technology to present information. | 20 |

Requires completion of 120 credits at Level 3. Successful completion of the course leads to guaranteed progression on to Year 1 of: FDA Health & Social Care.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUC005</td>
<td>Developing skills for delivering health &amp; social care (1)</td>
<td>20</td>
</tr>
<tr>
<td>NUC006</td>
<td>Developing professional skills for delivering health and social care (2).</td>
<td>20</td>
</tr>
<tr>
<td>NUC007</td>
<td>Measuring Health and Wellbeing.</td>
<td>20</td>
</tr>
<tr>
<td>NUC001</td>
<td>Foundations in Anatomy, Physiology, Pathology and Disease</td>
<td>20</td>
</tr>
<tr>
<td>VOC106</td>
<td>Volunteering and Community Action</td>
<td></td>
</tr>
</tbody>
</table>

**NB: Foundation Year only delivered at Preston Main Campus**

- BSc (Hons) Sexual Health Studies
  - [subject to satisfactory enhanced DBS clearance]

Following completion of 120 credits at Level 3 application to the following programmes are subject to the following additional entry requirements – details are provided in the student handbook Section 8:

- BSc Hons Counselling & Psychotherapy
- BSc Hons Pre-registration Nursing [Mental Health]
- BSc Hons Pre-registration Nursing [Adult]
- BSc Hons Pre-registration Nursing [Children]
- BSc Hons Midwifery
- BSc Hons Sexual Health Studies
- BSc Hons Paramedic Science
- BSc Hons Operating Department Practice
- BSc Hons Occupational Therapy
- BA Social Work
- FdA Health and Social Care

BA Social Work (UCLan Burnley Campus students only who have studied VOC106)

Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.

15. **Personal Development Planning**

Personal development planning is embedded within the programme by production of PDP’s, reflective journals, personal tutor discussions and portfolio development.

16. **Admissions criteria**

Admissions decisions will be based on the following standard criteria

**UCAS Tariff Points:** 72 - 80

**BTEC:** Merit, Pass, Pass

**Access to Higher Education Diploma:** 72 - 80 points

**GCSE** Maths and English at grade C or FS2 or KS3

Accreditation of prior learning is considered on an individual basis for those candidates that have undertaken relevant study in a health and social care related field.

Accreditation of prior experiential learning (APEL) is considered on an individual basis for those candidates that have relevant work experience in a health and social care related field.

All students must be prepared to undergo and prove they have an enhanced DBS suitable to work with vulnerable adults and children.

For students whose first language is not English an IELTS score of 6 for both reading and writing is required.

### 17. Key sources of information about the programme

- College of Health and Wellbeing website
- Fact sheet
- St Marys college website
- Burnley College website
- Kendal College website
- West Lancashire College website
- Cardinal Newman College website
## 18. 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>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>PZ2073</td>
<td>Health Promotion</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PZ2090</td>
<td>Supporting Professional Practice</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PZ2091</td>
<td>Evidence Based Practice</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PZ2035</td>
<td>Management and Leadership in Health and Social Care</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>**PZ2092</td>
<td>Introduction to Long Term Conditions and End of Life Care</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td><strong>PZ2130</strong></td>
<td>Management of Mental Health Across the Lifespan</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PZ2074**</td>
<td>Rehabilitation Practice</td>
<td>O</td>
<td>✓</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>PZ1022</td>
<td>Communication and Collaboration</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NU1602</td>
<td>Concepts of Human Anatomy and Physiology</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NU1019</td>
<td>Care from the Clients Perspective</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PZ1090</td>
<td>Foundations for Practice</td>
<td>COMP</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>PZ1015</td>
<td>Study &amp; Lifelong Learning Skills</td>
<td>COMP</td>
<td>✓</td>
</tr>
</tbody>
</table>

* Optional Modules not delivered at Cardinal Newman College PZ2074 and PZ2130
** Optional Modules not delivered at West Lancashire College PZ2092 and PZ2130
^ Optional Modules not delivered at Furness College PZ2130 and PZ2074
19. LEARNING OUTCOMES FOR EXIT AWARDS:

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Foundation Certificate Health and Social Care – are as follows:

A2. Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.
A3. Discuss and evaluate the organisational context and delivery of health and social care
A4. Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.
B1. Explain the underpinning knowledge of function & dysfunction and how this is altered by disease, illness and injury.
B5. Explain and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.
C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices within health and social care
C4. Present knowledge & information to support structured arguments.
C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.
D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.
D2. Application of theoretical knowledge to work based learning contexts.
D3. Development of transferable work based skills to enhance employability
D4. Discuss and evaluate theories of communication relevant to work with individuals and groups.