



# Programme Specification

## SOC-2018: Health and Social Care

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LU Foundation Degree in Arts awarded by Lancaster University (FHEQ Level 5)

LU Bachelor of Arts with Honours (Top-up) awarded by Lancaster University (FHEQ Level 6)

Programme Status: Approved | Version: 1

## Introduction

This programme specification provides a summary of the main features of the Health and Social Care programme and the learning outcomes that you as a student might reasonably be expected to achieve and demonstrate on successful completion of the programme.

Further detailed information related to this programme and the College can be found in the following resources:

- Programme Handbook
- B&FC Student Handbook
- B&FC Admissions Policy
- Work based and placement learning handbook (for foundation degrees)
- Student guide to assessment and feedback

## Key Programme Information

<b>Programme Code</b>	SOC-2018
<b>Programme Title</b>	Health and Social Care
<b>Teaching Institution</b>	Blackpool and The Fylde College
<b>Professional, Statutory and Regulatory Body (PSRB) Accreditation</b>	None
<b>UCAS Code</b>	
<b>Language of Study</b>	English
<b>Version</b>	1
<b>Approval Status</b>	Approved
<b>Approval Date</b>	01 May 2018
<b>JACS Code</b>	
<b>Programme Leader</b>	Lisa Galloway

## Programme Awards

<b>Award</b>	<b>Award Type</b>	<b>Level</b>	<b>Awarding Body</b>
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours (Top-up)	Honours Top-up Degree (120 credits)	Level 6	Lancaster University

## Programme Overview

This programme is aimed at those working or aspiring to work with individuals, families and groups in a range of health and social care settings. This includes working in specific health and social care disciplines with vulnerable adults, older people, individuals with disabilities or chronic disease, substance misuse and individuals with mental health issues.

The Foundation Degree in Health and Social Care provides strong links to practice to develop an understanding of the social, political and economic issues in the health and social care sector, locally, nationally and internationally. You will be introduced to a range of theoretical perspectives to enable you to develop and contextualise key aspects and drivers for change within the sector.

You will develop a critical understanding of the contemporary issues that impact on this diverse

sector and client group while developing knowledge and skills sought by employers. A range of guest speakers currently employed within the sector will regularly provide an insight into working in diverse areas of the field, forging strong links between academic theory and practice.

You will establish links to your professional practice as you explore the range of skills and attributes needed to develop as a resilient health and social care practitioner. The module content will address a variety of contemporary issues in order for you to broaden your knowledge base of current and relevant topics.

The BA (Hons) top up will provide you with the opportunity to focus, with a greater critical perspective, on the theories which inform key health and social care practices. On successful progression to the top up, you will have the opportunity to lead research in the sector which aims to improve practice for both clients and professionals.

You will develop an understanding of the diverse needs of clients within the sector, ranging from birth to death. This understanding will enable you to forge links between theory and practice and transfer skills developed in a classroom setting and apply these into professional practice. There will be opportunities for you to critically analyse the area of health and social care from an international perspective and further explore current issues existing within the sector. You will continue to develop the skills of leadership and management to enable you to work strategically in senior roles within the industry.

## **Admission Criteria**

For admission on to the Foundation Degree in Health and Social Care students are required to hold a level 3 Health and Social Care related qualification. This is required to ensure you have the academic skills and knowledge of the Health and Social Care sector in preparation for university level study.

Recognised programmes include –

A Levels ( 48 UCAS point equivalent ) The subjects should be related to Health and Social Care/ Social Science

Level 3 Health and Social Care (BTEC National Diploma)

Level 3 Health and Social Care NVQ level 3 equivalent

Level 3 Diploma for Children and Young People

Other Level 3 qualifications will be considered on application in line with work experience.

## **BA (Hons) Health and Social Care**

Only students who have successfully completed the Blackpool and The Fylde College Foundation Degree in Health and Social Care at a pass level can be offered a place on this BA (Hons) top up in Health and Social Care.

You will also be required to be in either paid employment or voluntary work in the sector for a minimum of 6 hours per week for the duration of the programme and a letter of confirmation will be required before commencement.

## **Career Options and Progression Opportunities**

Once you have completed the Foundation Degree you have the option to progress to a full honours degree in Health and Social Care. The Foundation Degree is a recognised qualification

in its own right, contributing to personal and career development, having been developed with the support of local employers.

You will be prepared for work in the health and social care sectors thanks to the strong vocational focus.

The field of health and social care practice is diverse and the Foundation Degree will support future employment in a range of settings, with differing client groups, including older people, learning disabilities, mental health, substance misuse, acute, long-term and chronic illness in a range of settings.

Following the completion of the BA (Hons) top up in Health and Social Care you will be prepared for senior leadership roles within the diverse range of health and social care provision.

There are a range of post graduate level options in health and social care both locally and nationally which will enhance your future career options.

Postgraduate careers include:

Domiciliary manager

Residential home manager

Crisis Care manager

Local Council Positions including Safeguarding lead

Health Promotion leadership ( consultation )

## Programme Aims

Foundation Degree Health and Social Care

- To develop digital and academic literacy skills in the production of a range of resources in a variety of communicative modes.
- To provide students with a variety of contexts in which to develop knowledge of reflective theory and apply this in practice.
- To provide students with the opportunity to gain access to contemporary knowledge, skills and attributes directly relating to the physical, mental, cultural and social well being of service users.
- To provide opportunities for students to appreciate the relationship between policy and practice and the impact on the sector.
- To develop an awareness of ethical safeguarding procedures and how these are implemented within the health and social care sector.

BA (Hons ) Health and Social Care

- To engage students with a dynamic interchange between theory, research and practice and to foster an understanding of the changing nature of the psychological, socioeconomic factors that impact on service users lives.
- To facilitate and encourage student acquisition of vocationally relevant qualifications to promote contribution toward the development of health and social care services.
- To progressively develop students cognitive, key transferable and where applicable practical skills through multi-disciplinary, inter-disciplinary and progressive modular content that directly relates to a successful career in a wide variety of sector specific roles.
- To promote research skills that enable students to make recommendations for changes to practice that will support the development of improved practice for health and social care service providers and client groups.
- To embed ethical practice and work in collaboration with multi-disciplinary services.

## Programme Learning Outcomes

### Level 5

Upon successful completion of this level, students will be able to:

1. Examine a range of philosophical, historical, psychological, sociological and health perspectives and how these underpin the wider concept of health for client groups and communities.
2. Identify multiple perspectives to health and social care issues, recognising that the study of health and social care involves a range of research methods, theories and evidence.
3. Evaluate the appropriateness of different approaches to therapeutic intervention and treatments for clients in the sector.
4. Discuss the importance of securing and maintaining robust relationships with individual service users, services and the community as a whole.
5. Apply digital and academic literacies to plan and manage continued personal and professional development including reflection as a tool for growth
6. Analyse the impact of cultural, historical and contemporary policies on service provision and the impact on service users both locally and nationally
7. Examine leadership and management in the context of the health and social care sector, analysing the strategies required to lead, support and work collaboratively with others including service users, colleagues and other professionals.
8. Apply principles of research methodologies, ethics and data collection to examine and evaluate issues in health and social care practice.
9. Critically appraise contemporary initiatives and interventions within specific sector provision of the health and social care sector.

### Level 6

Upon successful completion of this level, students will be able to:

10. Critically examine social inequalities and consider the impact on a range of culturally diverse backgrounds and where appropriate act as an advocate for service users, families and communities.
11. Critically examine the interrelationships between political, economic, cultural and ideological contexts in the lives of service users and their families.
12. Critically analyse the contribution of legislation and policy to practice with service users and families in a range of health and social care settings.
13. Critically evaluate the role of practitioners and service users values and principles, taking into account the diversity of client groups throughout the life cycle.
14. Use research and inquiry skills to critically investigate health and social care practices in order to analyse data and draw considered conclusions and recommendations.
15. Produce critical arguments for improvements to multi agency and multi professional practice for service users with particular emphasis on ethical working and safeguarding practice.
16. Critically analyse the role of leadership and the impact of change within the health and social care sector.

## Programme Structure

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
<b>Stage 1</b>						
<b>Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)</b>						
<b>All</b>	B4SHACSOC: Introduction to Academic Study (Mandatory)	4	20	60%	40%	
	SOC401: Legal and Ethical Issues (Mandatory)	4	20	100%		
	SOC402: Reflective Practice in Health and Social Care (Mandatory)	4	20	50%	50%	
	SOC403: Social Policy (Mandatory)	4	20	100%		
	SOC404: Quality Assurance (Mandatory)	4	20	60%	40%	
	SOC405: Safeguarding (Mandatory)	4	20	100%		
<b>Stage 2</b>						
<b>Stage exit award: LU Foundation Degree in Arts (Awarded by Lancaster University)</b>						
<b>All</b>	BFC502-S: Work Based Research Project (Mandatory)	5	20	80%	20%	
	SOC501: Developing a Resilient Workforce (Mandatory)	5	20	50%	25%	25%
	SOC511: Children and Families (Elective)	5	20	100%		
	SOC512: Risk and Prevention (Elective)	5	20	100%		
	SOC521: Ageing Health and Wellbeing (Elective)	5	20	50%	50%	
	SOC522: Theory, Policy and Practice (Elective)	5	20	100%		
	SOC531: Learning Disability (Elective)	5	20	100%		
	SOC532: Therapy and Intervention (Elective)	5	20	100%		
	SOC541: Mental Health (Elective)	5	20	70%	30%	
	SOC542: Stigma and Intervention (Elective)	5	20	100%		
	SOC551: Substance Misuse (Elective)	5	20	100%		
	SOC552: Strategies, Policy and Practice (Elective)	5	20	100%		

Stage 3 Stage exit award: LU Bachelor of Arts with Honours (Top-up) (Awarded by Lancaster University)						
All	SOC601: Global Perspectives on Health (Mandatory)	6	20	75%		25%
	SOC602: Human Rights (Mandatory)	6	20	50%		50%
	SOC603: Dissertation (Mandatory)	6	40	100%		
	SOC604: Policy and Practice (Mandatory)	6	20	100%		
	SOC605: Leadership and Change (Mandatory)	6	20	100%		

## Course Options

In your first year of study you will undertake six core modules. These modules are mandatory and will provide you with the underpinning knowledge to progress to level 5 of the Foundation Degree in Health and Social Care.

The modules are

### Academic and Digital Literacy

This module will support the development of your academic and digital literacy skills which are not only the key features of successful undergraduate study but will contribute to your achievements across all other modules in your programme. You will, as you work through the module, be expected to develop knowledge of digital software to improve how you work with digital and traditional information sources and to enhance your Information Communication Technology (ICT) computer skills. The module will introduce you to strategies for locating, interpreting, evaluating and manipulating information to support academic study. You will review academic stimulus material in order to integrate information from traditional and digital sources. A key component of academic and digital literacies is to research and enquire digitally, share, present and record information professionally and ethically appropriate to your subject discipline. You will also develop critical reading and thinking skills which will be applied to your assessed work in all your modules. This module will use the subject content of another module delivered in that semester to support the development of academic and digital process skills which are directly relevant to your studies. This will not only help reinforce knowledge in your chosen subject discipline but will equip you with graduate abilities that are transferable for those studying humanities and social sciences and will be an asset to your future employability. It is expected that as you work through the module you will develop your confidence in and ability to use digital sources and academic literacy techniques to enable you to study and learn effectively in your subject discipline context.

### Ethical and legal Issues

This module will explore the evolution of the English Legal System with consideration to the connectivity of ethical theory and the legal system in which we practice. Ethical standards of practice will be explored and the consequences of breaching ethical codes of conduct will be considered from both the service user and providers perspective. The rights of the service user will be defined with specific consideration of protected characteristics.

You will be given the opportunity to explore how failure to meet legislative duties in the Health and Social Care sector can escalate within the English Legal System and you will consider the impact on practitioners and service users of such legal action. This module will encourage you to recognise the need to protect yourself as a practitioner and the necessity of protecting vulnerable service users under Duty of Care and ethical frameworks.

## **Reflective Practice in Health and Social Care**

Reflective Practice underpins the role of the Health and Social Care practitioner. Understanding reflective theory is key to developing recognition of the link between career progression, the quality of the service provision and the impact on the service user. In this module you will be introduced to reflective models and theories that can be utilised to improve the skills, qualities and attributes required of a professional health and social care practitioner. The module will explore Continuous Professional Development within the sector and allow you to focus on the benefits this brings to your career development. Strategies will be investigated that can be implemented to enhance future personal planning and vocational progression. Professional boundaries and codes of conduct will be examined within service provision enabling students to reflect on their chosen placement. Challenges that may be overcome within the work place will be explored and the value of building a resilient Health Care Practitioner will become evident through participating in research and reflective tasks.

## **Social Policy**

This module will give you the opportunity to discuss the Welfare State and the impact that government policy and practice has on people who require guidance and support. You will be asked to identify the different political ideologies that have a direct influence to the formation of policy. Through exploration of the reasons for the inception of the Welfare State and by identifying the key policy makers who contributed to this you will consider the historical timeline of events and explore how this has impacted on the health and social care practice today.

You will address inequalities in service provision and access to services will be considered with a strong focus on the impact of developments such as the NHS and wider services in enhancing life chances for those often marginalised in society, including those with protected characteristics. The impact of poverty, socio economic status and the effect of policy designed to address such issues will be explored throughout the module and will form a basis of discussion and preparation for level 5 study and research.

You will be able to identify influences on life chances, considering the impact of inequality and life limiting issues for service users, communities and families such as disability and cultural difference. This module will support you in tracing policy development from the welfare state era to the creation of contemporary policies within service provision today.

## **Quality Assurance**

Quality and quality assurance methods have revolutionised theories of competency in care. The development of bodies such as the CQC has ensured that inspection frameworks are at the forefront of organisations practice. The assurance that care is regulated and reviewed brings with it implications for service providers, practitioners and service users. The duties of all involved in care to meet regulatory requirements are paramount. In this module you will be exploring and developing an understanding of the requirements of quality assurance frameworks that underpin all health and social care practice. The purpose of this module is to firstly examine the requirements of an effective practitioner by exploring the key skills and competences outlined within the academic description of professionalism and secondly to relate this to the wider framework of requirements and standards within the quality assurance process.

The module will also introduce you to key legislation, core standards and governance systems that regulate and underpin all health and social care practice in England. You will explore and review quality assurance frameworks, principles and processes that, together, formulate a professional approach to securing quality assurance in health and social care services. The module aims to enhance understanding of professionalism within a framework of quality assurance developing a higher level of informed practice that will enable you to be an effective, confident and accountable practitioner in a challenging and ever-changing sector.

## **Safeguarding**

This module recognises that safeguarding and protecting people from abuse is a serious issue for those working in the sector and demands a range of skills including critical thinking, resilience and self-awareness to be an effective practitioner. This module is designed to assist you to recognise how the safeguarding process works within the health and social care sector. The module aims to increase the confidence of practitioners working with individuals and enable them to understand the processes involved in order to be able to deliver a more proactive approach to safeguarding within sector guidelines. You will examine and evaluate historical serious case reviews and identify the failings in safeguarding practice. The module will allow you to examine the conceptual issues of needs, protection and vulnerability in respect of those who require safeguarding with the major forms of abuse being considered against this background

On your second year (Level 5) of the Foundation Degree you will take 2 core modules the first being the Work Based Research project which will provide you with the opportunity to develop your research skills by undertaking a research project within your work/placement. The other core module will be Developing a Resilient Workforce which will allow you to explore the importance of being resilient while working with challenging and diverse client groups. The other four modules studied on Level 5 will be chosen from the five pathways on offer.

1. Children and Families
2. Substance Misuse
3. Mental Health
4. Ageing, Health and Wellbeing
5. Learning Disability

You will be required to choose two areas of interest from the above five for example Substance Misuse with Mental Health where you can construct a degree relevant to your career aspiration, area of interest or current employment.

The modules in each pathway are as follows

### **Children and Families pathway**

#### **Children and Families**

This module will provide input on the theories of family dynamics and change, families in crisis and intervention and assessment strategies which operate nationally and locally. This module will introduce you to the challenges and opportunities of working positively with children and families. You will be invited to consider the implications of diverse family structures, how families function and family dynamics. Of crucial importance in this module is the assessment process; you will be introduced to the basics of assessment and the fundamental principles underpinning intervention, safe-guarding and inter-agency work. You will consider personal and professional boundaries. As a result of studying this module you should be able to explain a range of family structures, the impact of specific (and often multiple) needs on families, the impact of multi-agency work and the impact of social policy. Students who take this module will then proceed to the semester two module Risk and Prevention for Children and Families.

#### **Risk and Prevention**

This new module will further develop your knowledge on theory and practice working with families in crisis, vulnerability and cultural concern. This module will provide you with an extension of knowledge from the Children and Families module and allow you to further explore marginalisation, access to services and a range of interventions. Safeguarding processes and intervention will be further evaluated with an emphasis on securing positive outcomes for children, young people and families. A range of causation models and risk assessment strategies will be explored in depth.

### **Substance Misuse pathway**

#### **Substance Misuse**

This module will encourage you to challenge perceptions about substance misuse. You will analyse statistical data, evaluating the source and identifying precisely what is meant by substance misuse and what the overall effects are upon society. You will be introduced to the effects of various drugs and invited to interpret trends. Methods of addressing substance misuse will also be introduced giving you a broad introduction to the subject area. Legislation in contemporary Britain and the historical context of law will be focused upon. Causation and strategy to reduce drug use will be explored. You will assess the nature of dependency addiction in all forms to inform current practice in this area of specialised work.

### **Strategies, Policy and Practice**

This module will build on the outcomes of the Social Policy module and explore in depth the many factors influencing the development and application of social policy in factors relating to substance misuse. The historical social, regional, national and international agents of change and their impact on the provision of drug and alcohol services will also be analysed. You will be given the opportunity to analyse welfare policy and to evaluate sufficiency and deficiency in provision of specialist services and the potential effect upon individuals, their families and communities. The module will trace developments in politics and social policy from 1900 to the present day, comparing and contrasting major competing perspectives in drug related service provision. You will have the opportunity to consider how policy is applied, with particular reference to inequalities in service provision, the capacity for change and determining future trends in drug related activities and interventions.

### **Mental Health pathway**

#### **Mental Health**

Approximately one person in four will, at some stage in their life, experience mental health problems, sufficiently serious to require professional help. During the course of their period of illness, they may require the services of a G.P. Social Services, Social and Health workers, working either separately or in tandem. During this module you will evaluate perspectives on mental health, legislation and policy and services in meeting the needs of those with mental health issues. You will assess causation theory and seek strategy to improve therapeutic service provision and practice for those facing mental health issues.

#### **Stigma and Intervention**

This module will build on the Mental Health module offering consideration of the impact of stigma, social isolation and marginalisation on those with mental health issues. You will focus on the role of society and the media in further impeding recovery. A range of contemporary therapeutic interventions will also be considered alongside the role of assessment and traditional treatment. You will critically analyse societal perception, modes of discrimination and services for those facing mental health challenges.

### **Ageing, Health and Wellbeing pathway**

#### **Ageing, Health and Wellbeing**

This module provides a focus for consideration of an ageing population, wellbeing and the perception of age in society. Equality, family dynamic and quality of life are key to this module. You will be invited to discuss the implication both of the ageing process itself and of society's perspectives on old age. You will explore the changes that occur in later life, biological, social and physical. You will consider sociological perspectives on ageing, along with cross-cultural perspectives. The module will offer you the opportunity to explore the ageing process in all its manifestations, from literary portrayals of ageing, through sexuality in older people, the psychology of ageing and the effects of retirement, to the health implications of the ageing process. You will also explore the positive aspect of ageing such as increased leisure time and family time.

## **Theory, Policy and Practice**

During this module you will focus on factors which have a significant impact on aging health and well-being matters such as vision loss, reduced mobility, and cognitive capacity in relation to the physical and social surroundings in which the individual subject resides. You will examine, amongst a range of other topics, social interaction patterns and their effect upon the well-being of older people. The psychological perspective of this module considers cognitive and social changes in old age through a range of psychological theories, including social disengagement theory, activity theory, and socio-emotional theory. You will explore major life events such as retirement and bereavement and their psychological effects. The module will incorporate a focus on Dementia, Alzheimer's and end of life provision to prepare you for work related activity in the industry. It will also focus on the positive aspects of ageing including retirement, enhanced opportunity for lifelong learning and enjoyment to enable you to provide support that is holistic and tailored to individual needs.

## **Learning Disability pathway**

### **Learning Disability**

The phrase 'people with intellectual disabilities' is one that has gained international currency in recent times and may eventually replace learning difficulties as the more appropriate term for the range of people to whom it may apply. People with intellectual disabilities may require a complex and diverse range of services and support to enable them to live their lives.

This module will introduce the topic of learning disability, exploring the relationships between social care work, health care and social work in these fields. You will be introduced to aspects of the laws relating to mental health, mental capacity and care standards. Subjects which are considered key to the sector and staff confirms the relevance of this module to the needs of the specialist staff required by the sector.

### **Therapy and Intervention**

This module will contextualise the nature of therapy and consider the range of traditional and contemporary treatments and therapies. It will incorporate Person Centered Planning theory with a keen focus on sector practices. Evaluation of such practices is key critical in promoting equality and inclusion of those with learning disabilities. Intervention and support in the community will be scrutinised as pressure on services increases. Throughout this module you will critically appraise the adequacy of intervention and seek strategy and practice that will improve the lives of those with learning disabilities and their families.

At Level 6, the BA (Hons) top up year you will study 4 mandatory modules and engage in a piece of research for the Dissertation module.

Modules are:

### **Global Perspectives**

This module will provide you with the opportunity to conduct a comparative analysis of a specific aspect of health services providing you with an insight into the approaches services adopt in practice, along with an understanding of how these practices vary in international and global contexts. You will examine different international approaches to health and social care and the provision of services and consider cultural similarities and variations in approaches. You will explore global issues and perspectives on health including health promotion campaigns and assess the impact of culture on health strategies. The wider political, societal and economic perspectives of the country and how this impact on the provision of services will be explored and comparative analyses provided. You will be required to compare and contrast approaches utilised in the UK with one other country, evaluating the issues within each country and identifying best practice.

This module provides the opportunity to critically analyse comparative practices involved in providing services and to evaluate any religious and cultural implications. National, voluntary, charitable and independent providers of services will be examined, their features analysed and compared to internationally recognised approaches. You will be given the opportunity to evaluate policy development both in the UK and the wider international arena, taking into account the economic and political contexts.

## **Human Rights**

This module will explore the development of the concept of Human Rights in both an international and national context. Whilst the primary focus will be on the rights and responsibilities of practitioners and service users in the context of health and social care, the module will also consider some of the wider implications of human rights legislation in ensuring equality of access to human rights provision for vulnerable client groups in society. You will consider definitions of human rights, their conceptual development and their application in the context of sector provision.

In this module you will be given the opportunity to consider a range of legislation and conventions undertaking a critical analysis of the instruments by which human rights may be enforced. You will consider the rights of service users in the context of a number of themes including: poverty, gender, culture, age and faith. This module will also encourage you to consider those in our society who may have limited or restricted rights and those who may be particularly vulnerable to human rights abuses

## **Policy and Practice**

This module is designed to give you an opportunity to critically investigate the policy landscape that formulates some of the approaches used in the health and social care sector. You will be expected to identify how changes in the health and social care sector have an impact on the people that the services support. The way that professionals and service users can collaborate and contribute to social policy will also be discussed with a focus on theories of democracy and consultation.

The module will look at the efficacy of national policies and local approaches to inequality, exploring how political ideologies can combat health inequalities. Where inequality is not approached effectively the module will appraise the means in which Government may come under pressure to rectify this, acting as a driver for policy change. This module will not only give you the awareness of the policies within which we operate as practitioners but also the background to their formation and their underlying aim. It will highlight the way in which policies are influenced by the ideology of Government, allowing for critical examination of these ideologies. You will explore how policy is formed, what impact it has on clients and families and how policy can be challenged.

## **Leadership and Change**

This module is designed to link leadership and management systems and strategic change processes underpinned by advancements and changes within the health and social care sector. The module will encourage you to delve into the complexities of legislative change within the sector and discuss the impact of government agendas helping you to understand the impact of this on the frontline services offered. This exploration will then provide opportunities for change strategies to be examined in relation to work with front line staff who are the recipients of decision making by those at a managerial level. The impact of change can be destabilising and you will be invited to explore how the continual evolution of health and social care services can be managed in a positive manner. This module will introduce change cycle models that will be applied to the sector for enacting change in services and with clients. An understanding of the change models will then facilitate critical evaluation of the relevant competency indicators of change management strategies and promote critical discussion of some of the practical change management strategies used in the health and social care sector.

## Dissertation

This module will enable you to demonstrate the application of the analytical, investigative and evaluative skills developed during the course. The module will provide the opportunity to pursue issues relative to the discipline of health and social care in depth and undertake your own research with limited supervision. You will be supported to plan and produce a written dissertation, where you will apply specific knowledge in order to make informed judgments and speculate on possible solutions in relation to the collection and analysis of primary data.

This module provides the opportunity to further develop primary and secondary research skills and apply these to a research study. Furthermore it aims to enhance skills in critical analysis, reflection and evaluation to enable the formulation of ideas and the development of valid conclusions and recommendations. As a significant piece of independent work, the dissertation provides the opportunity to communicate ideas effectively and professionally in written formats thus developing significant transferable and employability skills. Finally the dissertation encourages the development of self-management and independent learning through the planning, operation and completion of an extended piece of work.

## Study Workload

You are required to attend the University Centre for one day per week when undertaking the Foundation Degree and BA (Hons) programme. Further independent study is a necessity throughout the duration of the programme where you are expected to engage in additional reading, research and the completion of assessments for approximately 10 hour per week per module.

## Programme Delivery: Learning and Teaching

You will experience a wide range of teaching and learning methods whilst on this degree programme. Traditional taught lectures are supported by participative seminars where discussions on topics can be more fully explored and deliberated to extend engagement with complex concepts. You will be encouraged to participate fully in such discussions and in some cases the sessions are student initiated and led. Online delivery podcasts/recorded lectures from the wide range of guest speakers and the programme delivery team will also be provided for you in order to support your directed and independent learning.

Role play and many other forms of active learning such as debate, discussion, group work, case studies and research tasks will be used to help you make the connection between theory and real work practice. Guest lecturers from the sector will deliver a number of specialist sessions, providing first-hand accounts of sector initiatives, challenges and evidenced based practices. As part of the foundation degree you are supported in developing research skills, such as design, data collection and analysis and you will be encouraged to engage in design to explore a topic of your own choice. At level six in the BA (Hons) year you will work with your supervisor to produce an honours level dissertation in which you will apply your research, enquiry skills and knowledge to recommend changes in practice and policy within the health and social care sector.

## Programme Delivery: Assessment

You will be assessed in a variety of ways on the programme. Written essays will provide evidence of your knowledge and academic report writing skills and will enable you to hone the skills needed within the workplace; particularly in a care setting where emphasis is placed on your ability to record information fully and relay it thoroughly to others to serve client needs.

Presentations are used as an assessment method on this programme and provide you with the opportunity to research a topic and then deliver a small scale presentation to your peers supported by a seminar paper / report. In this way, oral communication skills are assessed and these presentations enable you through sustained practice to build your confidence when delivering to wider audiences such as managers, local authority personnel and to develop your interview skills.

Research project work in the Work Place Learning module on the Foundation Degree will help you to develop key research skills required for advancement on to the Level 6 BA (Hons) top up year where you will produce a dissertation for assessment.

We promote the use of online assessment and you will participate in a number of live online debates, quizzes and a 'pieces to camera' for assessment. As you progress through the programme you will gain the confidence and skills to verbally articulate your knowledge and understanding to your tutor and peers providing you with necessary technology skills which are now required in every work place.

Reflective logs and diaries will enable you to set goals, review achievement and plan future goals and these will be monitored throughout your course and will count toward assessment at level 4 and level 5. Seminars may be recorded to enable you to learn from your peers and to reflect on sessions more fully through online deliberation and debate on the Moodle platform. Case study work is integral in this field of study providing an opportunity to focus on real life situations. This method encourages a dedicated focus on specific scenarios and complex cases to support you in identifying the most appropriate interventions in a safe learning environment.

All your assessments on this programme will receive detailed tutor written and verbal feedback, enabling you to act on developmental advice and maximise your opportunity to obtain a good degree classification.

## Programme Delivery: Work Based and Placement Learning

It is a requirement of this programme at both Foundation degree and BA (Hons) level that you will be either in paid employment or voluntary work for a minimum of 6 hours per week throughout the lifetime of the programme.

We have a dedicated database of sector links and placements through our extensive employer links which can be utilised if a student cannot find a suitable placement, or wishes to gain experience in a different area in the field of health and social care. In some cases students take advantage of our employer links, shadowing, volunteering and at times gaining paid employment in a range of the diverse roles required in this sector. Guest speakers and employers visit tutorial sessions to showcase their service and inform students of positions that are available in their service.

Modules such as Safeguarding at Level 4 seek to replicate real life scenarios and case studies on multi agency practice are used as a basis for assessment. This enables students to explore sensitive and controversial topics in a safe learning environment with tutors on hand to guide and support as necessary. Sector specialists will be on hand to deliver contemporary perspectives on safeguarding and again give first hand experiences of safeguarding in practice within confidentiality remits.

Throughout the final year of the Foundation Degree you are encouraged to reflect on the links between theory and practice with the use of logs and discussions, focusing on the role of resilience and well-being in the workplace as a key outcome for sustainable change. Level 6 asks you to incorporate your knowledge and skills gained from the Foundation degree and to focus on the use of legislation and policy as an influential factor on clients lives. The module Human Rights asks you to focus on those in our society who may be overlooked and isolated; you will draw on your experiences from practice here to make recommendations about improvements in service delivery. Inextricable links to the health and social care sector are embedded throughout this programme at all levels and are used to ensure that currency and improvements are explicit from the graduate workforce.

## **Programme Delivery: Graduate Skill Development**

The Foundation Degree and BA (Hons) Health and Social Care seek to promote the development of key graduate skills throughout the programme, ensuring you are prepared for all employment opportunities and for post graduate study.

The programme encourages you to work collaboratively with each other, on peer centred projects and presentations to enable you to develop high level communication skills. You will consider global, national, regional and local features within Health and Social Care and at Level 6 you will use your research skills to investigate global health comparing strategies used to resolve a range of issues. You will actively engage with research and develop autonomy as your research skills progress from project work at Level 5 to dissertation work at Level 6. As part of your dissertation you will focus on an issue within the sector and engage in research to devise possible interventions to alleviate or resolve the issue you have identified as a focus of your study. Any research is subject to ethical approval and you will explore issues in preparation for gaining ethical approval for your research work. You will consider your role within the community and indeed, globally and it is hoped that you will question some of your personal, social and political beliefs as you develop new knowledge based on your growing understanding of the developing world.

Via continual reflection on your own role, responsibilities and aspirations you will be offered the opportunity to plan your future with expert tutors who all have sector experience and are specialists in their own right. In developing your digital and academic literacies you will engage in the online environment to support your studies, researching, uploading and sharing discussions with peers that showcase your communication skills.

## **Study Costs: Equipment Requirements**

There are no specialist equipment requirements for this programme.

All core texts and associated materials are available in the Learning Resource Centre .

A range of IT services is also available in the Learning Resource Centre.

## **Study Costs: Additional Costs**

There are no additional costs for this programme.

## Related Courses

The Curriculum Area offers a suite of related programmes which spans across the life cycle from birth to end of life. Early years courses focus on working with babies and young children in nursery and reception class. Teaching and Learning Support is offered specifically for those wanting to work in schools or undertake pastoral roles in educational and associated establishments, Youth Studies provides a study focus for those working with young people in the community and associated youth services. Family Support and Wellbeing is aimed at those who wish to work with families in need of multi-agency interventions.

On completion of the BA (Hons) you can progress to the MA in Social Work at Lancaster University.

The MA in Social Policy and PGCE in Mental Health Practice is offered by UCLAN.

The University of Cumbria offers the MA in Leadership and Management and the Postgraduate Diploma in Digital Health and Social Care training as progression routes for our students.

The University of Manchester offer a MRES, PG DIP, PG Cert post graduate route in Health and Social Care

You may also study teacher training with the PGCE offered at Blackpool & Fylde College.

These progression routes facilitate careers within teaching, social work, leadership and management, digital health care and research but cannot provide a route into nursing or clinical health.