

# Programme specification

## 1. Overview/ factual information

<b>Programme/award title(s)</b>	FD Health and Wellbeing
<b>Teaching Institution</b>	Leeds City College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	L510
<b>Programme start date</b>	
<b>Underpinning QAA subject benchmark(s)</b>	QAA Subject benchmarks for health care programmes 2001; 2006
<b>Other external and internal reference points used to inform programme outcomes</b>	National Occupational Standards for Health FD Qualification benchmarks Skills for Care Leeds Health and Wellbeing Strategy 2016-21
<b>Professional/statutory recognition</b>	
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Full Time (2 Year) and Part Time (2 years)
<b>Dual accreditation (if applicable)</b>	n/a
<b>Date of production/revision of this specification</b>	March 2017

### 2.1 Educational aims and objectives

The overall aims of the programme are to:

- Develop a range of technical, professional, vocational, employability, transferable and key skills for those working or entering the health care profession, appropriate to the level of the award.
- Develop lifelong, independent and reflective learners.
- Enhance the employability and career prospects of learners within the health and wellbeing professions.
- Produce capable and well-rounded graduates who will contribute to the health and wellbeing skill base of the local economy and region.
- Prepare knowledgeable, skilful graduates with the ability to work towards the changing requirements for the healthcare sector.

**2.2 Relationship to other programmes and awards**

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

### 3. Programme outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 Critically appraise relevant and conflicting theories, concepts and principles relating to traditional and non-traditional health and well-being.</p> <p>A2 Critically analyse key values and principles associated with personal and professional development in relation to healthcare in the private, public and voluntary sectors.</p> <p>A3 Analyse, evaluate and interpret a wide range of data in order to enable unfamiliar/more complex problems and key principles relating to health and wellbeing.</p> <p>A4 Analyse and appraise key principles when communicating with service users, clients, colleagues and other relevant professional agencies/bodies.</p>	<p><u>Key Learning &amp; Teaching Methods</u></p> <p>Learning and teaching will be tailored to meet the specific needs of the module whilst building some of the skills required for the contemporary health care professional. There will be a mixture of teacher led sessions in particular- anatomy and physiology at level 4, which is integral to the core of the Foundation Degree and therefore is a non-compensatory with an exam assessment. Many of the other modules rely upon this knowledge of body systems and their functions to build on more complex issues and therapies. Students will produce posters and presentations to develop their speaking and listening skills. These skills are essential to the healthcare workforce and will be developed throughout the course.</p> <p>Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts. These aim to share best practice and cascade students' research and work experience to their peers. Case studies will be used to explore health and wellbeing and meeting the needs of service users in a holistic approach. Case studies enable students to focus on real life scenarios whilst maintaining confidentiality. This provides a base for class discussions and debate.</p> <p>Students will be encouraged to move from dependent to more independent and autonomous learning from level 4 to level 5 of their study building on research techniques and skills. Students will be supported through a</p>

### 3A. Knowledge and understanding

programme of tutorials and academic support sessions which will build these independent and autonomous skills.

The library staff will support student's research and referencing skills in a negotiated study programme alongside the staff team. These skills will be revisited throughout the programme of study to deepen the knowledge and confidence of the students.

#### Key Assessment Methods

The assessments within the programme have been designed with the current and emerging healthcare professional roles at the forefront of their design.

Report writing is a skill that is a requirement when recording client's case histories and planning for their programme of treatment.

Case studies enable the students to look holistically at a case and evaluate interactions, initiatives, treatments and their success. They then can plan and make suggestions for future treatments and interactions.

The course has one exam as anatomy and physiology is a key component and an exam will show this level of understanding.

Presentations develop student's confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace.

Students will take part in discussions, seminars and peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work placement opportunities with their peers in group work, discussions and seminar groups. There are opportunities to share these with their mentors and colleagues at work and reflect upon their learning. These build the reflective and reflexive practitioner skills that are essential components of the health care profession. Over the course of the study programme these skills will enable the students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.

### 3A. Knowledge and understanding

At level 5 the students will embark on a small scale action research project of their choice. This should be a project that will enhance a particular area of their work practice and be ontological in design.

The assessment process is an essential element of the programme design. Methods are varied to support and enhance the module design and structure. Some modules are linked to allow application of theory to practice to be assessed this builds employability skills of the workforce.

The tasks and assessment criteria are clearly explained to the students in the module handbooks. Tutors explain these outcomes and methods to the students for clarity.

Formative feedback is integral to the teaching, learning and assessment strategy of the course.

For each module, one assessment will be required which may contain two tasks. You may not have to pass both tasks to pass the module – if your overall grade for the module is above 40%.

In addition lecturers will plan in ungraded or formative assessments as part of the learning process; these will be shown in the module scheme of work.

At the end of the module, a mark will be awarded based on the evidence of the summative assessments.

All modules have an element of work based learning or reflection within the assessment. This is not, however, assessed in practice but workplace feedback will be sought in the form of placement reports and mentor/ line manager feedback.

<b>3A. Knowledge and understanding</b>	
	<p>As work based learning and the links from theory to practice are integral to the award it is essential that all students adhere to strict codes of confidentiality, and seek consent from the appropriate sources prior to using case studies and examples from work practice. The Professional Development module will be assessed by the compilation of a personal development plan and a reflective learning statement. This will allow students to build, develop and assess their personal, professional and academic skills.</p> <p>The Work Related Project assessment for the Work Related Learning module will take the form of an evidence portfolio where articles, research and a diary can be submitted to support the recommendations and conclusion of the work related project as appropriate</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 Analyse the impact of the application of new knowledge and understanding to ethical work practices within the healthcare sector.</p> <p>B2 Critically evaluate and discuss the application of key principles and values to solve more complex problems.</p> <p>B3 Develop autonomy and independence within a healthcare setting within relevant parameters of supervision and autonomy, whilst adhering to codes of confidentiality and ethical work practices.</p>	<p>As above.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Reflect on personal value systems, development and practices and compare these with alternative systems in healthcare.</p> <p>C2 Use research critically and effectively to sustain and develop own practice in the health and well-being sector.</p> <p>C3 Critically evaluate practical situations in health and well-being using appropriate tools and methods in relation to the private, public and voluntary sectors.</p>	As above.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Communicate effectively with a range of colleagues, clients, professional agencies within the healthcare sector.</p> <p>D2 Demonstrate habits of critical reflection in own practice in supporting health and well-being and begin to modify actions appropriately</p> <p>D3 Demonstrate an effective contribution to team working.</p>	As above

#### 4. Programme Structure

##### Level 4

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Skills for Professional Development	20	Yes
Communication and Interpersonal Skills for the Health Care Profession	20	Yes
Anatomy and Physiology in Maintaining Health and Well Being	20	Yes
Working in the Healthcare Profession	20	Yes
Concepts of Health and Wellbeing	20	Yes
Legal Aspects of Healthcare	20	Yes

##### Level 5

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Compensatable</b>
Developing Professional Practice	20	Yes
Mental and Emotional Health and Well Being	20	Yes
Complementary Therapies	20	Yes
Nutrition and the Impact on Health and Wellbeing	20	Yes
Health and Wellbeing- Small scale research project	40	No

**Overview of structure of the modules across the academic year.**

Students studying on the foundation degree full time will attend college for 2 days per week and work placement for a minimum of 10-12 hours per week throughout their study. Full time students also have academic support sessions on their timetable.

Students studying on the foundation degree part time will attend college for 1 day per week and be employed in a relevant workplace throughout their study. Support for part time students will be booked on an individual basis as individual tutorial sessions and by e-mail and phone contact.

All modules for both full time and part time modes of study are delivered in either semester 1 or semester 2.

The part time students study the modules in one day; the full time students study the modules over two days and also have academic support sessions on their timetable.

The modules build upon each other and the on-going placement experience. Please see chart.

**Level 4**

<b>Semester 1 Weeks 1-15</b>	Skills for Professional Development	Communication and Interpersonal Skills for the Health Care Profession	Anatomy and Physiology in Maintaining Health and Well Being
<b>Semester 2 Weeks 16-30</b>	Working in the Healthcare Profession	Concepts of Health and Wellbeing	Legal Aspects of Healthcare

**Level 5**

<b>Semester 1 Weeks 1-15</b>	Developing Professional Practice	Mental and Emotional Health and Well Being	
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<b>Semester 2 Weeks 16-30</b>	Complementary Therapies	Nutrition and the Impact on Health and Wellbeing	Health and Wellbeing- Small scale research project
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The Foundation Degree is awarded on successful completion of both level 4 and level 5 of the award. If you are unable to continue onto level 5 but have been successful on level 4 you may request a Certificate of Higher Education from the Examination Board.

## **5. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

**where in the programme structure students must make a choice of pathway/route**

The course is designed with a view to supporting the Leeds Health and Wellbeing Strategy 2016-21 in 'Making Leeds the best city for health and wellbeing.'

The teaching team have considerable academic qualifications and current experience of working professionally within various areas of the health and social care sector e.g. nursing; midwifery; social work; teaching; management; Cruse bereavement counselling. This will help students to develop the tools required to underpin practice and help ensure employability skills are at the core of the delivery.

We have built good relationships and links with employers and work experience may lead to employment opportunities in a range of professions for the healthcare sector.

An emphasis on the balance between academic studies and work related projects, enable students to succeed within employment with appropriate transferable skills (including those relating to reflection on practice) and make the links between theory and practice.

One of the key distinctive features is the embedding of the work experience on both the full and part time modes of delivery. Each placement setting will have allocated workplace mentors to support students in their practical studies. These mentors attend biannual meetings at college and have a mentor handbook. Mentors do not assess students in the workplace but offer support and guidance and ensure confidentiality is maintained and consent is gained.

Formative feedback is integral to the teaching, learning and assessment strategy of the course. Students take part in discussions, seminars and peer review and evaluations on an on-going basis. They are encouraged to share good practice from their work experience opportunities with their peers in group work, discussions and seminar groups. This develops a strong pedagogical approach to learning and sharing research across the discipline.

The modules are designed to provide a range of complementary and contemporary approaches to maintaining wellbeing and promoting health across life-stages.

Students are well supported during their studies both academically and with pastoral care. We operate an open door policy and a team approach to supporting students and their needs.

## **6. Support for students and their learning**

The award adopts the following approach to student learning support:

- Tailored induction support begins before students arrive with the admissions team, and is reinforced at the detailed induction programme.
- We interview all candidates to ensure that the course is suitable for them and they are aware of its content and requirements for work related experience.
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, the Google classrooms and notice boards.
- We aim to have an open door policy for supporting students; however we encourage students to make an appointment if they wish to discuss anything which may take time.
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the Google classrooms.

- Each student is allocated a tutor for regular tutorials and personal development planning. This is implemented in the first term and continued throughout the two years of study. Full time students have timetabled academic support sessions on their timetable.
  - Part time students are supported whilst in college, via email or telephone contact if needed. All students have a named contact for pastoral care.
  - There is an extensive range of learning resources in the Library, supported by specialist staff who provide bespoke study skills sessions for students.
  - Students are required to be in a suitable place of work or undertake ongoing work experience in a suitable setting. This enables the transference of academic and practical skills to develop a breadth of knowledge and experience.
  - Students whilst undertaking work experience will be encouraged to have a workplace mentor to offer support relating to their practice. Workplace mentors are not expected to offer support in relation to academic studies. Workplace mentors will be asked periodically to comment on the students' progress and work related experience. If you are unable to have a mentor in the workplace you could use a critical friend in this role, if this were not possible the teaching team would support you with an alternative arrangement.
- Leeds City College provides an extensive range of services for students, including support for those with special needs. All students with specific support needs will be referred to the appropriate service.

## 7. Criteria for admission

The award adopts Leeds City College's admissions policy and criteria.

This course has minimum entry requirements of 1 x E in a relevant A level or a pass in BTEC National Diploma/Certificate or another vocational level 3 qualification, together with a GCSE at grade C in English. However, candidates receiving this minimum offer would need to demonstrate experience in and commitment to their chosen Foundation Degree subject.

A typical offer is likely to be 2 x D at A level, or a Pass/Merit profile in a relevant BTEC National Diploma/Certificate, together with a number of GCSE grades at C or above including English. International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Level 2 qualification.

It is recommended that you have a recognised Maths Level 2 qualification on entry or seek to undertake one whilst on your course.

Students for part time study are required to hold a relevant level 3 qualification and will need to be working in the health and wellbeing sector.

Full time students will need approx. 10-12 hours a week, voluntary or paid work experience in a suitable setting on-going throughout their study. If there is a problem or issue with the work experience the team will discuss it with you and support you to rectify it.

If you lose your employment or work experience the team will aim to support you to find an alternative setting in a timely manner. This will not jeopardise your study.

All students will be interviewed prior to selection on the course and have opportunity to discuss placement requirements.

APEL may be possible dependant on qualifications and experience.

Students will also be required to complete the Disclosure and Barring Service process. (DBS) prior to commencement on placement. If your DBS status alters during your time studying on the course you must notify your programme manager immediately.

## 8. Language of study

English

<b>9. Information about assessment regulations</b>
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Level 5: Health and Wellbeing- Small scale research project module is non- compensatable
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<b>10. Methods for evaluating and improving the quality and standards of teaching and learning.</b>
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In addition to the annual Programme monitoring process the following mechanisms are in operation:
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| <ul style="list-style-type: none"><li>• Peer Review</li><li>• Annual Planning</li><li>• Peer Observation</li><li>• Student module reviews</li><li>• Tutor module reviews</li><li>• Enrolment and Induction reviews</li><li>• Course Committee</li><li>• Pathway Committee meetings</li><li>• Student Pathway meetings</li></ul> |
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Annexe 1: Curriculum map

Annexe 2: Map Of Teaching and Learning Methods

Annexe3 : Map of assessment methods

## Annexe 1 – Map of Outcomes to Modules

### Level 4

Module Name	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
Skills for Professional Development.		✓				✓		✓				✓	✓
Communication and Interpersonal Skills for the Health Care Profession.				✓			✓			✓	✓		✓
Anatomy and Physiology in Maintaining Health and Well Being	✓		✓			✓			✓				
Working in the Healthcare Profession	✓			✓	✓		✓		✓		✓	✓	
Concepts of Health and Wellbeing	✓	✓	✓		✓			✓					
Legal Aspects of Healthcare		✓				✓				✓			

### Level 5

Module Name	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	D1	D2	D3
Developing Professional Practice		✓		✓			✓	✓				✓	✓
Mental and Emotional Health and Well Being	✓					✓		✓	✓			✓	
Complementary Therapies				✓	✓		✓			✓	✓		
Nutrition and the Impact on Health and Wellbeing	✓		✓			✓				✓			

Health and Wellbeing- Small scale research project		✓	✓		✓				✓		✓	✓	✓
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## Annexe 2: Map of Teaching and Learning Methods

### Level 4

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Skills for Professional Development	✓		✓	✓			✓	✓
Communication and Interpersonal Skills for the Health Care Profession		✓			✓	✓		✓
Anatomy and Physiology in Maintaining Health and Well Being	✓			✓	✓			
Working in the Healthcare Profession	✓	✓				✓		
Concepts of Health and Wellbeing	✓	✓					✓	
Legal Aspects of Healthcare	✓	✓					✓	

**Level 5**

	Lectures	Seminars	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Developing Professional Practice		✓	✓				✓	
Mental and Emotional Health and Well Being	✓	✓				✓		
Complementary Therapies				✓	✓		✓	
Nutrition and the Impact on Health and Wellbeing	✓				✓	✓		✓
Health and Wellbeing- Small scale research project	✓	✓		✓			✓	

### Annexe 3: Map of Assessment Methods

#### Level 4

	Report	Action Plan	Essay	Poster Presentation	Class based assessment	Case study	Project	Presentation	Leaflets
Skills for Professional Development			50% 1500 words Wk 12					50% 15 mins Wk 15	
Communication and Interpersonal Skills for the Health Care Profession						60% 1800 words Wk 13		(action plan) 40% 10 mins Wk 14	
Anatomy and Physiology in Maintaining Health and Well Being				40% 10 mins Wk 11	60% 1800 words Wk 15				
Working in the Healthcare Profession	60% 1800 words Wk 24								40% 1200 words Wk 28
Concepts of Health and Wellbeing		40% 1200 words Wk 29					60% 1800 words Wk 27		
Legal Aspects of Healthcare	60% 1800 words Wk 30					40% 1200 words Wk 20			

## Level 5

	Report	Personal development plan	Case Study	Action Research project	Poster Presentation	Demonstration	Action Plan and Literature review	Essay	Presentation	Evaluation
Developing Professional Practice	60% 2400 words Wk 10								40% 15mins Wk 14	
Mental and Emotional Health and Well Being		40% 1600 words Wk 15						60% 2400 words Wk 13		
Complementary Therapies						40% 15 mins Wk 24				60% 2400 words Wk 28
Nutrition and the Impact on Health and Wellbeing			60% 2400 words Wk 29		40% 15 mins Wk 22					
Health and Wellbeing- Small scale research project				70% 5600 words Wk 30			30% 2400 words Wk 20			