



<b>Programme Specification</b>
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<b>1</b>	<b>Awarding Institution/Body</b>	Leeds City College
<b>2</b>	<b>Delivery Location(s)</b>	Leeds City College
<b>3</b>	<b>Programme Externally Accredited by (e.g. PSRB)</b>	
<b>4</b>	<b>Award Title(s)</b>	FD Health and Wellbeing
<b>5</b>	<b>FHEQ Level</b>	5
<b>6</b>	<b>Bologna Cycle</b>	Short Cycle (within or linked to the first cycle) qualifications
<b>7</b>	<b>HECoS Code and Description</b>	100653 - health and welfare
<b>8</b>	<b>Mode of Attendance</b>	Full Time (2 Year) and Part Time (2 years)
<b>9</b>	<b>Relevant QAA Subject Benchmarking Group(s)</b>	QAA Subject benchmarks for health care programmes 2001; 2006
<b>10</b>	<b>Relevant Additional External Reference Points</b>	National Occupational Standards for Health FD Qualification benchmarks Skills for Care Leeds Health and Wellbeing Strategy 2016-21
<b>11</b>	<b>Date of Approval/ Revision</b>	September 2018

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**Criteria for Admission to the Programme**

	<b>Typical offer</b>	<b>Minimum Offer</b>
<b>A-Levels:</b>	2 x D	1 x E Grade
<b>BTEC L3 Diploma or Extended Diploma:</b>	MP, MPP grade	PP, PPP grade or a Subsidiary Diploma with an E grade
<b>Access to HE Diploma</b>	Overall pass with 60 credits, with 24 credits to be at a Merit grade	Overall pass with 60 credits
<b>GCSE English</b>	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
<b>GCSE Maths:</b>	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.	
<b>International qualifications:</b>	International qualifications will be assessed against these criteria	
<b>Mature applicants:</b>	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *21 years and over at the start of the course	
<b>APL claims:</b>	The course structure actively supports claims for Accreditation of Prior Certified Learning (APL).	

**Additional Requirements**

It is recommended that students have a recognised Maths Level 2 qualification on entry or seek to undertake one whilst on the 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 to undertake the equivalent of 1 day a week, voluntary or paid work experience in a suitable setting throughout their study. If there is a problem or issue with the work experience, the team will discuss it with them and support them to rectify it.

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

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

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

<b>13</b>	<b>Educational Aims of the Programme</b> The overall aims of the programme are to: <ul style="list-style-type: none"><li>• 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.</li><li>• Develop lifelong, independent and reflective learners.</li><li>• Enhance the employability and career prospects of learners within the health and wellbeing professions.</li><li>• Produce capable and well-rounded graduates who will contribute to the health and wellbeing skill base of the local economy and region.</li><li>• Prepare knowledgeable, skilful graduates with the ability to work towards the changing requirements for the healthcare sector.</li></ul>
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<b>14</b>	<b>Learning Outcomes</b> The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:
	<b>Knowledge and Understanding</b>
	<b>K1</b> Critically appraise relevant and conflicting theories, concepts and principles relating to traditional and non-traditional health and well-being.
	<b>K2</b> Critically analyse key values and principles associated with personal and professional development in relation to healthcare in the private, public and voluntary sectors.
	<b>K3</b> 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.
	<b>K4</b> Analyse and appraise key principles when communicating with service users, clients, colleagues and other relevant professional agencies/bodies.
	<b>Cognitive/Intellectual Skills</b>
	<b>C1</b> Analyse the impact of the application of new knowledge and understanding to ethical work practices within the healthcare sector.
	<b>C2</b> Critically evaluate and discuss the application of key principles and values to solve more complex problems.
	<b>C3</b> Demonstrate autonomy and independence within a healthcare setting within relevant parameters of supervision and autonomy, whilst adhering to codes of confidentiality and ethical work practices.
	<b>Practical/Professional Skills</b>
	<b>P1</b> Reflect on personal value systems, development and practices and compare these with alternative systems in healthcare.
	<b>P2</b> Use research critically and effectively to sustain and develop own practice in the health and well-being sector.
	<b>P3</b> Critically evaluate practical situations in health and well-being using appropriate tools and methods in relation to the private, public and voluntary sectors.
	<b>Key Transferable Skills</b>
	<b>T1</b> Communicate effectively with a range of people.
	<b>T2</b> Engage in critical reflection in own practice in supporting health and well-being and begin to modify actions appropriately
<b>T3</b> Demonstrate an effective contribution to team working.	
<b>15</b>	<p><b>Key Learning &amp; Teaching Strategy Methods</b> 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.</p> <ul style="list-style-type: none"> <li>• 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 with many of the other modules relying upon the knowledge of the body systems and their functions. This will enable students to confidently discuss more complex issues of health and have a greater understanding of the use of strategies and therapies to promote good health.</li> <li>• Students will produce posters and presentations to develop their speaking and listening skills. These skills are essential to the healthcare workforce and will be</li> </ul>

	<p>developed throughout the course. These skills will improve confidence when presenting to peers, patients/service users and increase employability skills.</p> <ul style="list-style-type: none"> <li>• 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 with their peers.</li> <li>• Case studies will be used to explore issues and health and wellbeing needs of service users/clients/patients. We will explore strategies and plans to meet the needs of service users taking a holistic approach to healthcare needs. Case studies enable students to focus on real life scenarios and provides a base for class discussions and debate whilst maintaining confidentiality.</li> <li>• Students will be encouraged to move from dependent to more independent and autonomous learning from level 4 to level 5 of their study, building their research techniques and skills. Students will be supported through a programme of tutorials and academic support sessions which will build these study skills.</li> <li>• 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.</li> </ul>
16	<p><b>Key Assessment Strategy/Methods</b></p> <p>The assessments within the programme have been designed with the current and emerging healthcare professional roles at the forefront of their 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.</p> <p>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, these will be shown in the module scheme of work.</p> <ul style="list-style-type: none"> <li>• Report writing is a skill that is a requirement when recording clients’ case histories and planning for their programme of treatment.</li> <li>• Case studies enable students to look holistically at a case and evaluate interactions, initiatives and treatments to meet an individual’s needs. Case studies enable students to plan and make suggestions for future treatments and interactions.</li> <li>• The course has one class based assessment which is within the anatomy and physiology module. Knowing the physiology of a healthy body is a key component to the Foundation Degree and this type of assessment will show this level of understanding. Once this component is learnt, then students can then explore factors which affect the health and wellbeing of body systems and processes.</li> <li>• Presentations develop students’ confidence in speaking to others. It enables students to share research and findings with each other and develop this best practice within their workplace.</li> </ul>

- 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 for health care professionals. Over the course of the programme these skills will enable students to develop their levels of responsibility and autonomy working within the required levels of supervision for the job role involved.
- At level 5 students will embark on a small scale 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.

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.

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.

In addition to the course assessments, apprentices will complete an end point assessment. It includes the following components:

1. A multiple choice and short answer test
2. An observation of practice undertaken in the workplace
3. A reflective journal completed by the apprentice and an interview.

The purpose of this is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard.

The end point assessment:

- Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship
- Enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work
- Tests the knowledge acquired by the apprentice throughout the apprenticeship.

For those Assistant Practitioners who wish to progress into Registered Practice, the apprenticeship can provide credits into some Higher Education programmes aligned to professional registration.

<b>17</b>	<b>Programme Modules</b>						
	<b>Level 4</b>						
	<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/ Option</b>	<b>Non- Compensatable</b>	<b>Compensatable</b>	<b>Variance</b>
		Skills for Academic Development	20	Core		Yes	
		Communication and Interpersonal Skills for the Health Care Profession	20	Core		Yes	
		Anatomy and Physiology in Maintaining Health and Well Being	20	Core		Yes	
		Leadership and Management	20	Option		Yes	
		Concepts of Health and Wellbeing	20	Core		Yes	
		Legal Aspects of Healthcare	20	Core		Yes	
	<b>Level 5</b>						
	<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/ Option</b>	<b>Non- Compensatable</b>	<b>Compensatable</b>	<b>Variance</b>
		Developing Professional Practice	20	Core		Yes	
		Mental and Emotional Health and Well Being	20	Core		Yes	
		Complementary Therapies	20	Core		Yes	
		Nutrition and the Impact on Health and Wellbeing	20	Core		Yes	
	Researching Health and Wellbeing	40	Core	Yes			

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**Programme Structure**

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, or as part of an apprentice programme, 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 Academic 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>	Leadership and Management	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	Researching Health and Wellbeing
<b>Semester 2 Weeks 16-30</b>	Complementary Therapies	Nutrition and the Impact on Health and Wellbeing	

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.



<p><b>19</b></p>	<p><b>Support for Students and Their Learning</b></p> <p>The award adopts the following approach to student learning support:</p> <ul style="list-style-type: none"> <li>• A robust communications system functions to give students access to lecturers and management; this includes e-mail, the Google classrooms and notice boards.</li> <li>• 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.</li> <li>• All necessary information about the programme is provided by means of the student handbook, module handbooks and the Google classrooms.</li> <li>• 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.</li> <li>• Part time students are supported whilst in college, via email or telephone contact if needed. All students have a named contact for pastoral care.</li> <li>• There is an extensive range of learning resources in the Library, supported by specialist staff who provide bespoke study skills sessions for students.</li> <li>• 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, but will be asked periodically to comment on the students’ progress and work related experience. If a workplace mentor is unavailable students could use a critical friend in this role, if this were not possible the teaching team would support them with an alternative arrangement.</li> </ul> <p>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.</p>
<p><b>20</b></p>	<p><b>Distinctive Features</b></p> <p>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.’</p> <p>The teaching team have considerable 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.</p> <p>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.</p> <p>Students 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.</p> <p>The modules are designed to provide a range of complementary and contemporary approaches to maintaining wellbeing and promoting health across life-stages.</p>



## Stage Outcomes (Undergraduate Awards only)

**Key:** K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
<b>K1</b>	Critically appraise relevant and conflicting theories, concepts and principles relating to traditional and non-traditional health and well-being.	Describe and discuss relevant and conflicting theories, concepts and principles relating to traditional and non-traditional health and well-being.
K2	Critically analyse key values and principles associated with personal and professional development in relation to healthcare in the private, public and voluntary sectors.	Identify key values and principles associated with personal and professional development in relation to healthcare in the private, public and voluntary sectors.
K3	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.	Access and interpret a wide range of data in order to enable unfamiliar/more complex problems and key principles relating to health and wellbeing.
K4	Analyse and appraise key principles when working with service users, clients, colleagues and other relevant professional agencies/bodies.	
<b>C1</b>	Analyse the impact of the application of new knowledge and understanding to ethical work practices within the healthcare sector.	Explain the impact of the application of new knowledge and understanding to ethical work practices within the healthcare sector.

C2	Critically evaluate and discuss the application of key principles and values to solve more complex problems.	Describe and discuss the application of key principles and values to solve more complex problems.
C3	Demonstrate autonomy and independence within a healthcare setting within relevant parameters of supervision and autonomy, whilst adhering to codes of confidentiality and ethical work practices.	Act with increasing independence within a healthcare setting within relevant parameters of supervision and autonomy, whilst adhering to codes of confidentiality and ethical work practices.
<b>No.</b>	<b>Programme Outcome</b>	<b>Stage/Level 4(1)</b>
<b>P1</b>	Reflect on personal value systems, development and practices and compare these with alternative systems in healthcare.	Describe personal value systems, development and practices and identify alternative systems in healthcare.
P2	Use research critically and effectively to sustain and develop own practice in the health and well-being sector.	Use research to explore and develop own practice in the health and well-being sector.
P3	Critically evaluate practical situations in health and well-being using appropriate tools and methods in relation to the private, public and voluntary sectors.	Identify and explain practical situations in health and well-being using appropriate tools and methods in relation to the private, public and voluntary sectors.
<b>T1</b>	Communicate effectively with a range of people.	Develop communication skills with a range of people.
T2	Demonstrate critical reflection in own practice to modify actions appropriately	Engage in reflection of own practice to modify actions appropriately
T3	Demonstrate an effective contribution to team working.	Engage in team working.

## Map of Outcomes to Modules

Level 4	Outcome Key											
Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	P3	T1	T2	T3
Skills for Academic Development	✓					✓	✓			✓	✓	
Communication and Interpersonal Skills for the Health Care Profession				✓					✓			✓
Anatomy and Physiology in Maintaining Health and Well Being	✓		✓		✓			✓				
Leadership and Management	✓					✓				✓		
Concepts of Health and Wellbeing	✓	✓	✓	✓			✓	✓			✓	
Legal Aspects of Healthcare		✓			✓				✓			

Level 5	Outcome Key												
Module Titles	K1	K2	K3	K4	C1	C2	C3	P1	P2	P3	T1	T2	T3
Developing Professional Practice		✓		✓			✓	✓				✓	
Mental and Emotional Health and Well Being	✓					✓		✓	✓			✓	
Complementary Therapies				✓	✓		✓			✓	✓		
Nutrition and the Impact on Health and Wellbeing	✓		✓			✓				✓			
Researching Health and Wellbeing		✓	✓		✓				✓		✓	✓	✓

## Map of Teaching and Learning Methods

### Level 4

Module Titles	Methods							
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Demonstrations	Practicals	Group activities	Guest speakers	Tutorials
Skills for Academic Development	✓				✓	✓		✓
Communication and Interpersonal Skills for the Health Care Profession		✓	✓	✓			✓	
Anatomy and Physiology in Maintaining Health and Well Being	✓			✓	✓			
Leadership and Management	✓	✓	✓					
Concepts of Health and Wellbeing	✓	✓				✓		
Legal Aspects of Healthcare	✓	✓				✓		

**Level 5**

Module Titles	Methods							
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Demonstrations	Practicals	Group activities	Guest speakers	Tutorials
Developing Professional Practice		✓						✓
Mental and Emotional Health and Well Being	✓	✓	✓					
Complementary Therapies				✓	✓		✓	
Nutrition and the Impact on Health and Wellbeing	✓		✓	✓			✓	
Researching Health and Wellbeing	✓	✓			✓		✓	

## Map of Assessment Methods

### Level 4

Module Titles	Methods									
	Report	Action Plan	Article	Poster Presentation	Class based assessment	Case Study	Project	Presentation	Leaflet	Reflective Journal
Skills for Academic Development			50% 1500 words Wk 8							50% 1500 words Wk 14
Communication and Interpersonal Skills for the Health Care Profession						70% 2000 words Wk 12		30% 10 mins Wk 15		
Anatomy and Physiology in Maintaining Health and Well Being				40% 10 mins Wk 15	60% 1800 words Wk 10					
Leadership and Management	100% 3,000 words Wk 30									
Concepts of Health and Wellbeing		40% 1200 words Wk 29					60% 1800 words Wk 24			
Legal Aspects of Healthcare	40% 1200 words Wk 28					60% 1800 words Wk 22				

### Level 5



	Methods									
Module Titles	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 11								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 30
Nutrition and the Impact on Health and Wellbeing			60% 2400 words Wk 27		40% 15 mins Wk 22					
Researching Health and Wellbeing				70% 5600 words Wk 28			30% 2400 words Wk 9			