

## Programme Specification

<b>Programme Summary Information</b>			
<b>1</b>	<b>Programme Title</b>		Foundation Degree of Science in Health, Wellbeing and Social Care
<b>2</b>	<b>University of Sunderland Course Code</b>		<b>UCAS Code</b>
<b>3</b>	<b>Awarding Institution</b>		University of Sunderland
<b>4</b>	<b>Teaching Institution(s)</b> (if different from point 3)		University of Sunderland in London
<b>5</b>	<b>Professional Statutory or Regulatory Body (PSRB)</b> (if applicable)		N/A
<b>6</b>	<b>For Apprenticeships:</b>		
	<b>Name of Apprenticeship Standard</b>		N/A
	<b>Apprenticeship Standard Number</b>		N/A
	<b>IfATE LARS Number</b>		N/A

<b>7</b>	<b>Programme Description</b>
	<p><b>Overview</b></p> <p>The Foundation Degree in Health, Wellbeing and Social Care is a two-year, 240-credit higher education programme that provides students with a strong academic and professional foundation for careers across the health, social care, community wellbeing and support sectors. Structured around eight 30-credit modules, the programme progressively develops students' knowledge, skills and professional capabilities through a carefully sequenced curriculum that moves from foundational concepts in the first year to more advanced and applied areas of practice in the second year.</p> <p>The programme introduces students to the core principles, values and structures that underpin health and social care in the United Kingdom, alongside the study of communication, human development, mental wellbeing and safe professional practice. As students progress, they engage with more complex topics including policy, law, ethics, leadership, research, service improvement and the support of individuals with complex and long-term needs. Throughout the programme, students are encouraged to develop a critical understanding of contemporary issues affecting individuals, families and communities, while considering the social, economic and environmental factors that influence health and wellbeing.</p> <p>A distinctive feature of the programme is its use of applied and experiential learning in place of traditional placement requirements. Students engage in simulations, case studies, problem-based learning activities, professional projects and digitally enhanced learning experiences that enable them to apply theoretical concepts to realistic health and social care scenarios. This approach ensures that learners develop practical problem-solving abilities, communication skills and professional confidence while maintaining flexibility for those who may face barriers to undertaking placements.</p>

The curriculum is informed by current policy developments, employer expectations and emerging trends within the sector, including integrated care, digital transformation, person-centred practice and the growing importance of preventative and community-based approaches to health and wellbeing. Students are supported to become reflective practitioners who can evaluate evidence, make informed decisions and respond appropriately to ethical and professional challenges. The programme also places a strong emphasis on inclusivity, social justice, safeguarding, equality and the promotion of positive outcomes for diverse populations.

By the end of the programme, graduates will have developed a broad understanding of health and social care practice together with the analytical, interpersonal and professional skills required for employment within the sector or progression to further study. The programme therefore serves as both a valuable standalone qualification and a pathway to honours-level education in health and social care and related disciplines.

### **What's covered in the course?**

The Foundation Degree in Health, Wellbeing and Social Care covers the knowledge, skills and professional values required to understand and respond to the health, wellbeing and social care needs of individuals, families and communities. The programme explores the structure and delivery of health and social care services in the United Kingdom, examining the roles of statutory, private and voluntary sector organisations and the ways in which they work together to support individuals across the lifespan.

Students develop an understanding of the social, psychological, economic and environmental factors that influence health and wellbeing, including the causes and consequences of health inequalities. The programme examines person-centred, strengths-based and rights-based approaches to care, enabling students to appreciate the importance of dignity, inclusion, empowerment and individual choice when supporting people with diverse needs and circumstances.

A significant area of study focuses on communication and interpersonal skills. Students learn how effective communication supports positive outcomes, professional relationships and collaborative working. They explore different communication approaches, the impact of culture and diversity on communication and the importance of professional boundaries, confidentiality and ethical practice. The programme also develops students' understanding of human growth and development, mental health and wellbeing, psychological theories and the factors that affect behaviour throughout the lifespan.

As students progress, they engage with the legal, ethical and policy frameworks that shape health and social care practice. This includes the study of safeguarding, human rights, equality legislation, professional accountability, consent, capacity and ethical decision-making. Students are encouraged to critically examine contemporary policy developments and consider their implications for individuals, services and wider society.

The programme also explores the support needs of people living with complex circumstances and long-term conditions. Students examine issues such as learning disabilities, autism, dementia, mental ill-health, chronic illness and multiple disadvantages, considering how services can be designed and delivered to promote independence, wellbeing and inclusion. The importance of integrated and multidisciplinary approaches to care is emphasised throughout.

Research, evidence-based practice and service improvement form another key component of the curriculum. Students learn how to locate, evaluate and apply research evidence, understand different research methodologies and explore how innovation can improve health and social care outcomes. The programme also introduces students to contemporary developments in digital health, technology-enabled care and the ethical use of data within professional practice.

	<p>Leadership, teamwork and professional development are addressed in the later stages of the programme. Students examine leadership theories, organisational culture, quality improvement and change management while reflecting on their own professional identity and career aspirations. Through applied projects, simulations and case-based learning activities, students are encouraged to develop confidence, resilience and the ability to contribute positively to the improvement of health and social care services.</p> <p><b>Where will I study?</b> Students who enrolled on the Foundation Degree in Health, Wellbeing and Social Care programme will be studying at the University of Sunderland in London. Teaching will be face-to-face.</p> <p><b>Does the programme have an associated IFY? No</b></p>
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<b>8</b>	<b>Programme Awards</b>		
<b>8a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Foundation Degree of Science in Health, Wellbeing and Social Care	5	240
<b>8b</b>	<b>Exit Awards and Credit Awarded</b>		
	Certificate of Higher Education in Health, Wellbeing and Social Care	4	120

<b>9</b>	<b>Programme Specific Regulations</b>
	No

<b>10a</b>		
	<b>Mode(s) of Study</b>	<b>Location/Campus</b>
	Full time	London
	Part time	London
		<b>Duration of Study</b>
		2 years
		4 years

<b>10b</b>		
	Is this programme delivered at a <a href="#">Transnational (TNE) partner</a> ?	No
	Is this programme delivered at <a href="#">UK Partner Institutions</a> ?	No

<b>11</b>	<b>Entry Requirements</b>
	<p>The admission requirements for this programme as stated on the course page of the University of Sunderland website at <a href="https://www.sunderland.ac.uk/">https://www.sunderland.ac.uk/</a>, or found by searching for the course entry profile located on the <a href="#">UCAS website</a> are correct. YES</p> <p>This programme is suitable for students to enter with advanced standing (e.g. APL) YES</p> <p>Where applicable use the space below to detail any specific arrangements – e.g. APL only permitted to a specific level <a href="#">Accreditation of Prior Learning (APL)</a></p>

<b>12</b>	<b>Programme Learning Outcomes</b>
	By the end of <b>Stage 1</b> of the programme successful students will be able to do the following:
<b>1</b>	Describe the structure and principles of UK health and social care systems.
<b>2</b>	Explain key concepts in person-centred care, safeguarding, equality and diversity.
<b>3</b>	Communicate effectively using professional, interpersonal and digital skills.

<b>4</b>	Demonstrate understanding of lifespan development, mental wellbeing and psychological theory relevant to care.
<b>5</b>	Use reflective models to evaluate personal learning and professional behaviour.
<b>6</b>	Describe ethical and legal responsibilities in health and social care contexts.
<b>7</b>	Use academic and digital skills to locate, interpret and present information relevant to practice.
	By the end of <b>Stage 2</b> of the programme successful students will be able to do the following:
<b>8</b>	Analyse and interpret policy, legal frameworks and ethical dilemmas in care.
<b>9</b>	Critically evaluate approaches to supporting individuals with complex needs.
<b>10</b>	Apply research methods, evidence and innovation to inform service improvement.
<b>11</b>	Use digital tools responsibly (including AI) for assessment, communication and documentation.
<b>12</b>	Demonstrate leadership, teamwork and project management skills.
<b>13</b>	Work autonomously to plan and deliver a service improvement or professional initiative.
<b>14</b>	Critically reflect on professional identity and employability in the sector.

### 13. Programme Requirements

*There are optional modules on this programme Yes/No*

#### Level 4:

*In order to complete this programme, a student must successfully complete all the following CORE modules (totalling 120 credits):*

Module Code	Module Name	Credit Value	PLO(s) assessed
HSCF100	Foundations of Health and Social Care Practice	<b>30</b>	PLO1, PLO2
HSCF101	Communication, Professionalism and Interpersonal Skills	<b>30</b>	PLO3, PLO7
HSCF102	Psychology, Human Development and Mental Wellbeing	<b>30</b>	PLO4, PLO2
HSCF103	Applied Skills and Professional Development	<b>30</b>	PLO5, PL6, PLO7

#### Level 5:

*In order to complete this programme, a student must successfully complete all the following CORE modules (totalling 120 credits):*

Module Code	Module Name	Credit Value	PLO(s) assessed
HSCD200	Health and Social Care Policy, Law and Ethics	<b>30</b>	PLO8, PLO9
HSCD201	Supporting People with Complex Needs	<b>30</b>	PLO9, PLO11
HSCD202	Research, Evidence and Innovation	<b>30</b>	PLO10, PLO11
HSCD203	Leadership, Management and Professional Identity	<b>30</b>	PLO12, PLO13, PLO14

#### 14. Employability

The programme contributes to the development of the following graduate attributes. Please refer to [Integrated Curriculum Design Framework](#) when completing this section.

<b>Professional</b>	Professionalism is embedded throughout the curriculum and is developed through the study of ethical practice, professional standards, safeguarding, legal responsibilities and effective communication. Students are expected to demonstrate accountability, integrity and respect in their academic work and in simulated professional activities. Reflective practice is a continuous feature of the programme, encouraging students to evaluate their own performance, recognise areas for development and take responsibility for their ongoing learning. Assessments are designed to mirror professional tasks such as report writing, case analysis, presentations and service improvement proposals, enabling students to develop behaviours and competencies valued by employers. By the end of the programme, students will have developed a strong sense of professional identity, an understanding of sector expectations and the confidence to operate effectively within multidisciplinary health and social care environments.
<b>Adaptable</b>	The programme develops adaptability by exposing students to a wide range of health and social care contexts, challenges and perspectives throughout their studies. Through case-based learning, simulations, problem-solving activities and project work, students learn to respond to changing circumstances, complex needs and diverse service-user experiences. The curriculum encourages students to apply knowledge across different situations rather than relying on fixed procedures, helping them develop confidence in making informed decisions in unfamiliar contexts. The inclusion of contemporary topics such as digital health, service innovation, policy change and emerging societal challenges ensures that students understand the dynamic nature of the sector and are prepared to adapt to evolving professional environments, technologies and workforce demands.
<b>Engaged</b>	The programme fosters engagement by encouraging students to connect academic learning with real-world health and social care issues. Students critically examine current policies, social inequalities, public health concerns and the lived experiences of individuals who access services. Through collaborative learning, discussions, applied projects and reflective activities, students are encouraged to become active participants in their learning and to recognise their potential contribution to communities and society. The programme promotes curiosity, critical enquiry and evidence-informed practice, enabling students to engage with contemporary debates and consider how health and social care services can be improved to achieve better outcomes for individuals and communities. This focus on social responsibility and community awareness supports the development of graduates who are informed, thoughtful and committed to making a positive difference.

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**15. Additional Costs: Are there any additional costs on top of the fees?**

List any additional costs the students will have to meet and whether this is optional (e.g. an optional field trip) or essential (e.g. buying a lab coat). Give an estimation of the approximate cost which may be a range. This information should be replicated in the Module Guide and will be published on the course page.

No, but all students buy some study materials such as books and provide their own basic study materials	✓
Yes (optional). All students buy some study materials such as books and provide their own basic study materials. In addition, there are some additional costs for optional activities associated with the programme (see above)	
Yes (essential). All students buy some study materials such as books and provide their own basic study materials. In addition, there are some essential additional costs associated with the programme (see above)	

**16. Version Control**

**Programme Specifications are checked annually and updated when changes are made to the programme.**

Version Number		Date	Details of change	Author
V1	Document created	11/02/2026	New programme	Dr Yahaya Alhassan
V2	Document changed			

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Version number:	5	Template owner:	Quality Team
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