

Programme Specification

Programme Summary Information			
1	Programme Title		FdSc Health and Social Care
2	University of Sunderland Course Code	FHELSOCFT	UCAS Code BL95
3	Awarding Institution		University of Sunderland
4	Teaching Institution(s) (if different from point 3)		East Durham College
5	Professional Statutory or Regulatory Body (PSRB) (if applicable)		N/A

6	<p>Programme Description</p> <p>Overview The Foundation Degree Health and Social Care was developed in recognition of the multi-disciplinary nature of current and future occupational destinations within the health and social care fields. The Programme sets out a comprehensive curriculum that includes a range of academic knowledge and generic skills across the subject areas of social work, social policy, health studies and also practical appreciation of the health and social care sector. Within this framework students are able to understand organisational dynamics and are also encouraged to specialise in particular pathways, areas and topics of interest.</p> <p>What's covered in the course? The programme is made up of core modules which all students study, i.e., there are no optional modules. The rationale underpinning this approach is that the programme should reflect the key knowledge and generic skills attributing to awards included at interim levels. Students are introduced to key knowledge and skills during level one and this foundational learning experience is developed and expanded through level two with the introduction of more complex concepts and ideas, along with a more focused approach.</p> <p>While the programme is structured curriculum content designed to be critical but generic in nature, it also provides opportunities for students to innovate, to question and to arrive at a critical understanding of their learning and their values in relation to professional practice. This is achieved through the work-based learning in a range of health and social care settings which involves two principle work-based placement modules: Worked-based Learning in Health and Social Care Settings 1 (FHS115) and Worked-based Learning in Health and Social Care Settings 2 (FHS222). Students in level four and five (stage one and two) must complete a total of 150 placement hours (50 hours in FHS115 and 100 hours in FHS222) in a suitable placement setting.</p>
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In addition, assessment requires students to create resources or complete a task of their choice through which students can follow individual interests.

Where will I study?

Stage 1

Stage one modules provide students with a broad introduction to the underlying concepts and principles of the discipline. The modules address the subject of understanding individuals in the context of social organisations and social processes in general, along with specialised knowledge and skills, required in the field of health and social care, for example, inter-personal skills. While each module deals with very specific subjects, all modules are complimentary to each other and students are expected to apply core academic learning to the work-based environment. The work-based learning module (FHS115) facilitates students' engagement in the recognition and further understanding of the link between theory and practice. SSC 105 Applied Qualitative Research Methods provides students with a basic knowledge of the methodological frameworks for research in health and social care settings

The other core modules cover the following: an understanding of health and social care; study skills; and an introduction to, and understanding of psychosocial theory.

Stage 1 focuses on an introduction to a broad range of knowledge in the area of health and social care, how these working environments developed and what the implications are for the population and society. Students are introduced to both psychological and sociological theories in order to give them a foundation of knowledge in psycho-social approaches which is the key theoretical basis for health and social care environments.

Having a study skills module at Stage 1 is essential for students to develop skills for research and studying at Level 4 and above. This is often different to what they may have learned before, so is a key element for this stage.

Stage 2

Stage 2 modules build upon the foundations established at stage one and are largely concerned with significant contextual issues associated with professional practice in health and social care. The modules at Stage 2 represent the core specialist knowledge base and critical and reflective analyses of emerging issues of contemporary health and social care. The academic focus is also placed on the development of the student's own effective learning. Students are required to appraise, adopt, and apply their academic knowledge, including theories and professional skills, such as inter-personal and communication skills via work-based learning in health and social care practice.

At Stage 2, subjects studied at Stage 1 are further developed in order to expand knowledge. Modules cover lifecourse approaches; health promotion; safeguarding vulnerable people; and contemporary challenges in health and social care.

These subject areas build on the student's learning from Stage 1. Lifecourse approaches take a psycho-social theoretical basis to consider key issues in health and social care environments. Health promotion gives students the opportunity to put into practice skills learned at Stage 1 and consider the potential for getting messages across to people; considering both the how and why this could be achieved as well as considering ethical issues. As students are likely to work in

	<p>health and social care environments they will therefore encounter issues concerning safeguarding. Studying in this area helps them to understand their duties and responsibilities as well as how to recognise risks and vulnerabilities.</p> <p>A work placement enables students to gain practical experience in health and social care environments; giving them the opportunity to apply theory into practice and reflect on their learning. Their critical engagement is further encouraged in Level 5.</p> <p>Students are also introduced to quantitative research methods in order to develop their own understanding of research and how to interpret research data.</p> <p>Does the programme have an associated IFY? No</p>
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7	Programme Awards		
7a	Name of Final Award	Level	Credits Awarded
	FdSc Health and Social Care	5	240
7b	Exit Awards and Credit Awarded		
	Eg: Certificate of Higher Education	4	120

8	Programme Specific Regulations
	No

9a			
	Mode(s) of Study	Location/Campus	Duration of Study
	Full time	East Durham college	2 years

9b		
	Is this programme delivered at a Transnational (TNE) partner?	No
	Is this programme delivered at UK Further Education Colleges?	Yes

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

11	Programme Learning Outcomes
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	By the end of stage 1 of the programme successful students will be able to do the following:
1	A range of transferable communication, inter-personal, and analytical skills relating to health and social care.
2	Introductory information technology skills relevant to both the academic and practical environments of health and social care.
3	Development of an independent and responsible approach to both academic and practice-based learning.
4	Skills enabling effective research and the validation of findings
5	Skills in applying knowledge base to practice, including evidence-based practice.
6	Personal core learning skills required to achieve effective learning.
7	The specialised knowledge base required to work within a health and social care context.
8	The methodological frameworks, approaches and tools required to undertake research within health and social care settings as well as their strengths and limitations.
9	The core inter-personal skills required to work with and for people.
10	The impact of values and ethics, and underpinning knowledge relating to health and social care practice and research.
11	The application of core academic learning to the work-based environment underpinned by the knowledge of health and social care structures and processes.
	By the end of stage 3 of the programme successful students will be able to do the following:
12	A range of transferable communication, inter-personal, and critical self-appraisal skills in relation to academic and practical applications.
13	Higher level information technology skills relevant to both the academic and practice environments of health and social care including data analysis.
14	Experience in utilising the complex skills required to design a research project for a health or social care setting, and the ability to originate and develop ideas.
15	The ability to critically apply theory to practice.
16	The relevance of adult learning models including experiential learning theory in the development of his/her own effective learning within both academic and work-based contexts.
17	The critical examination and analysis of the core specialist knowledge base and emerging issues of contemporary health and social care.
18	The need to critically appraise research studies relevant to the current health and social care climate and the ongoing development of his/her own tool kit for a range of research methods.
19	The appraisal, assimilation and integration of core inter-personal skills, values and ethics as well as core academic learning to the work-based environment underpinned by A knowledge of health and social care structures and processes.

12. Programme Requirements			
<i>There are optional modules on this programme?</i>			
No			
Level 4:			
<i>In order to complete this programme a student must successfully complete all the following CORE modules (totalling 120 credits):</i>			
Module Code	Module Name	Credit Value	PLO(s) assessed
FHS115	Work-based Learning in Health and Social Care Settings 1	20	1,2,3,5,6,7,9,10,11

SSC 105	Applied Qualitative Research Methods	20	2,3,4,5,8,11
SSC106	Understanding Health and Social Care	20	5,7,9,10,11
SSC110	Exploring Psycho-Social Theory	20	1,3,5,6,7,9,10,11
SSC114	Developing Independent Learning and Professionalism in the Social Sciences	20	1,2,3,4,5,6,8,9,10,11
SSC120	Dimensions of Health and Social Care	20	5,7,9,10,11

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
FHS 223	Contemporary Challenges in Health and Social Care	20	15,17,18
FHS 215	Quantitative Methods in the Social Sciences	20	12,15,16,17,
FHS 222	Work-based Learning in Health and Social Care Settings 2	20	12,13,15,16,17,18,19
SSC202	Health Improvement and Healthy Lifestyles	20	12,15,16,18,19
SSC227	Working together to Safeguard Vulnerable Children, Young People and Adults	20	12,14,15,16,17,18,19
SSC230	Early Life Course Approaches to the Health and Social Care of Children, Young People and Families	20	15,16,17,18,19

13. Employability

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

Professional	<p>The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways.</p> <p>Due to the completion of work-based placements in Stage 1 and Stage 2 students automatically make contact with potential employers in health and social care environments. This gives immediate opportunities to foster relationships with potential employers and to enhance their CVs.</p>
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Adaptable	<p>The Foundation Degree is relatively unique in that it provides additional points of entry for under-represented groups and thus achieves a widening of participation in Higher Education. On achieving the Foundation Degree, students are automatically given a place in Stage 3 of the BSc (Hons) Health, Well-being and Care in Society. Research indicates that having an undergraduate qualification increases future earning potential. This is particularly significant for the students entering the Foundation Degree.</p> <p>We recommend that students take the opportunity to top-up on to the BSc Health and Social Care in order to improve their future employment opportunities. From this students have gone into roles such as teachers in schools for children with behavioural difficulties, drug and alcohol support workers, domestic violence project workers. Students also then have the opportunity to apply for further professional postgraduate courses in areas such as nursing, social work, occupational therapy and teaching for example.</p>
Engaged	<p>The significant benefit of a health and social care qualification is the opportunities it opens up for students to develop in areas that they are interested in. The Foundation Degree is very much the start of that journey.</p>

14. 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 (eg an optional field trip) or essential (eg 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. Please note for Apprenticeships, there should be no additional costs to students.

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)	

15. Version Control

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

Version Number		Date	Details of change	Author
V1	Version presented for approval	30/09/2010		Dong-sook Gills
V2	Document change	2010	Amendments following institutional approval	Dong-sook Gills
V3	Document change	2010	Revisions at annual review after first year of operation	Dong-sook Gills
V4	Document change	2013	Updated to show changes of module codes	Lesley Deacon
V5	Document change	2015	Update to entry requirements	Lesley Deacon
V6	Document change	2015	Update to remove reference to STC and placements being F/T	Lesley Deacon
V7	Document change	03/12/2015	Update following PSB to add F/T route for Gateshead and recognise customer charter	Lesley Deacon
V8	Document change	07/03/2016	Update place of delivery for Sunderland College	Lesley Deacon
V9	Document change	10/05/2016	Update of change in two modules and addition of new ones (SSC114 and 227)	Lesley Deacon
V10	Document change	09/09/16	Updated version of programme spec completed	Lesley Deacon
V11	Document change	16/06/17	Updated to demonstrate change to placement modules	Lesley Deacon
V12	Document change	10/07/17	Updated to make changes recommended by Cluster Review Panel	Lesley Deacon

V13	Document change	07/03/18	Update to change module code and title from SSC107 to SSC120	Andrew Dalton
V14	Document change	12/03/18	Update about specific student placement hours which must be completed	Andrew Dalton
V15	Document change	21/03/18	Updated Module Leader to Andrew Dalton and additional of new FHS223 module.	Andrew Dalton
V16	Document change	25/02/20	Updated Programme Leader to Anneliesa Butler, change from FdA to FdSc, Module Changes	Anneliesa Butler
V17	Document change	28/04/21	Updated all Module Descriptors to have PL as Module Leader.	Anneliesa Butler
V18	Document change	01/09/2021	Update to module descriptors FSC105 FHS215 to reflect the change to one assessment per module	Vicky Trueman
V19	Document change	22/04/2022	Change of Programme Leader in September 2021	Vicky Trueman
V20	Document change	21/10/2022	Document updated onto new programme specification template. Change to programme delivery locations from 23/24. Learning outcomes renumbered to reflect new template.	Liz Henry
V21	Document change	25/04/24	Change to point 4 the FDS Sc is only offered at East Durham college. Change to point 13 the progression offered is onto the newly revalidated and renamed BSc Health, Well-being and Care in Society.	Liz Henry

			Updated to new template (version 3)	
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Version number:	3	Template owner:	Quality Support
Date reviewed:	Nov-22	Date of next review:	Nov-27