

## Course Specification

<b>Published Date:</b>	26-Aug-2021
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Society and Community (IoSC)		
<b>Course Code(s):</b>	SH005F01TC SH005F31TC	Full-time Part-time	2 Years 3 Years
<b>Course Title:</b>	Foundation Degree (Arts) Health and Social Care at Telford College		
<b>Hierarchy of Awards:</b>	Foundation Degree (Arts) Health and Social Care Certificate of Higher Education Health and Social Care University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	24/May/2017		
<b>Last Review:</b>	2015/6		
<b>Course Specification valid from:</b>	2009/0		
<b>Course Specification valid to:</b>	2020/1		

## Academic Staff

<b>Course Leader:</b>	Ms Johanna Richards
<b>Head of Department:</b>	Mr Ranjit Khutan

## Course Information

Location of Delivery:	Telford College
Category of Partnership:	Supported Delivery of University Provision
Teaching Institution:	Telford College
Open / Closed Course:	This course is open to all suitably qualified candidates.

### Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

Entry requirements: 48 UCAS points.

Level three qualifications may include but are not limited to;

- BTEC National/Extended Diploma
- A levels
- CACHE level 3 Diploma
- NVQ level 3
- Access to HE Diploma (full award)

In addition, you will have GCSE at grade C+/ 4 in an English-based subject or equivalent qualifications.

### Other Requirements

To ensure that you are able to successfully complete this course, you will be required to undertake voluntary or paid work experience in order to facilitate reflection in a relevant workplace environment.

You will need to have capability for digital and technological literacy to meet course outcomes.

### Recognition of Prior Learning

We also offer the opportunity to accredit prior experiential and/or certificated learning at level 4 through our recognition of Prior Learning system.

### Funding

Please note that an offer of a place on the course does not guarantee eligibility for student funding. To confirm that you meet the criteria go to [www.gov.uk/student-finance/who-qualifies](http://www.gov.uk/student-finance/who-qualifies)

### Distinctive Features of the Course:

As the need for health and social support services continues to develop, this course aims to support those who are currently working within the sector or aspiring to be part of this fascinating and ever growing sector. The course supports those that are both returning and progressing within education, drawing on the links between theory and practice so that students not only develop their academic skills but are able to feature as key contributors to the local workforce. The content of the course is diverse to reflect the different elements of frontline community working and the challenges faced within the multi-disciplinary workforce. This course will encourage you to explore and share your lived experiences that will strengthen your understanding of the curriculum. Learning and teaching activities have been developed to support and encourage you to reflect on your own experiences, strengthening your understanding of subject content and its applicability to assessment.

All modules draw on theoretical approaches to underpin the practical application within the workplace with assessments drawing on these practical experiences. In doing so, your personal, professional and academic skills will be enhanced enabling you to become an effective professional within the health and social care sector.

Supportive class sizes and classroom-based learning allow for a collaborative and interactive learning experience to share in the experiences of peers and tutors, resulting in individualised learning.

You will be encouraged to be an active participant in your own learning. Through a range of approaches to learning and teaching you will be encouraged to ask questions, investigate problems, propose solutions and adopt a critical approach to your practice – qualities which are essential in the delivery of high quality health and social care. We will empower you with the tools, methods and thinking processes to read and evaluate current research, stimulating curiosity about evidence-based practice and you will be supported to develop as a self-directed learner.

The course will support workplace practices and real-world contexts, preparing you for the challenges of independent and team work, and developing skills that will help you to succeed in the workplace. You will

experience creative, engaging and meaningful assessment tasks which contribute to your ongoing development as a critical thinker and as a life-long learner. Assessments will build on each other and grow in complexity, enabling you to see the connections across modules and years.

The course adopts a spiral curriculum which means that you will see some topics revisited increasing in complexity promoting more advanced applications of areas previously covered, thereby increasing your proficiency and expertise. Your new learning will build upon previous learning to reinforce what you already know and to support you to develop competence and confidence. Teaching and learning has been developed in ensuring constructive alignment across the programme through the use of Bloom's Taxonomy (1956) providing students with the opportunity to build on existing knowledge and engage in higher-thought.

#### Educational Aims of the Course:

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The Foundation Degree in Health and Social Care is designed for both those looking to join the sector and those already with experience of it. The design of the programme will support understanding of the wider context that surround the health and social care sector, whilst also exploring the community based support that is in place and the role health and social care professionals can play in developing this further.

The course has been designed to remain agile in the face of the significant changes, priorities, developments and challenges that may arise within the health and social care sector. There will also be opportunities throughout the course for you to discuss and debate key topics and areas of personal interest within/related to health and social care that are related to the module content.

The course will introduce you to the foundations of the health and social care sector, the various roles across the sector, responsibilities of professionals, contemporary health issues, lived experiences and factors that can prevent individuals from accessing health and social care provision. You will explore the importance of community-based health and social care, how health is viewed and managed with the preventative measures in place for individuals, populations and communities. You will consider the different factors that influence the experiences of those living within our community and explore ways of challenging and overcoming some of the barriers that currently exist.

The linking of theory to your own practice is integral throughout the degree and this will allow you to consider theory in relation to the development and implications for practice so you can evaluate and develop creative approaches to working within the community. You will develop the skills of critical reflection and appraisal which will enable you to understand and analyse ethical principles, health and wellbeing, safeguarding, multi-agency working and the impact of social policy and practice.

Throughout the course there is an emphasis on developing your practical, personal and professional skills and attributes. As you progress through your degree, you will have opportunities to develop your critical capabilities through the selection, analysis and combining of relevant perspectives, and be able to justify different positions on matters relating to health and social care services.

This course aims to:

1. Develop practitioners who can transfer and synthesise skills and knowledge to meet the demands of community work with service users
2. Develop the knowledge, understanding, skills and cultural competence which ensure care is co-ordinated and tailored to meet individual needs
3. Equip graduates to be autonomous and reflective practitioners
4. Enable graduates to be confident in using an evidence-based approach to support decision making in complex situations
5. Develop graduates who are effective role models and are committed to taking responsibility for the delivery and development of community care
6. Ensure that graduates have an awareness of local and national policies impacting on professional practice.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time	£6165.00
2020/1	H	31	£4110.00
2021/2	H	Full Time	£6165.00
2021/2	H	31	£4110.00

PSRB:

None

Course Structure:

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

Module	Title	Credits	Period	Type
4HW092	Learning through Practice	20	SEM1	Core
4HW091	Young People's Development	20	SEM1	Core
4HW090	Multi-agency and Safeguarding Practices	20	SEM1	Core
4SH006	Understanding Physical Health Issues	20	SEM2	Core
4HW094	Approaches to Health Promotion	20	SEM2	Core
4SH002	Contextualising Health and Social Care	20	SEM2	Core

## September (Part-time)

### Year 1

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year. Students will complete their FD in Semester 1 of their third and final year of study.

Module	Title	Credits	Period	Type
4HW091	Young People's Development	20	SEM1	Core
4HW092	Learning through Practice	20	SEM1	Core
4SH006	Understanding Physical Health Issues	20	SEM2	Core
4HW094	Approaches to Health Promotion	20	SEM2	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Module	Title	Credits	Period	Type
5HW086	Challenging Inequalities in Health and Social Care	20	SEM1	Core
5HW089	Contemporary Social Policies	20	SEM1	Core
5HW090	Emotional Health and Wellbeing	20	SEM1	Core
5HW091	Planning Care in Context	20	SEM2	Core
5HW092	Research Methodology	20	SEM2	Core
5HW088	Leadership and Management in the Workplace	20	SEM2	Core

Continuing students will follow the programme indicated below:

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Module	Title	Credits	Period	Type
5SC002	Evaluating and Using Research in Applied Social Studies	20	SEM1	Core
5SH005	Understanding Emotional Health and Wellbeing	20	SEM1	Core
5SH003	Key Contemporary Social Policies For Children and Adults	20	SEM1	Core
5SH002	Leadership and Management	20	SEM2	Core
5SH006	Planng Care in the Legal and Ethical Context	20	SEM2	Core
5SH001	Learning about Services through Work Experiences	20	SEM2	Core

## September (Part-time)

### Year 2

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year. Students will complete their FD in Semester 1 of their third and final year of study.

Module	Title	Credits	Period	Type
4HW090	Multi-agency and Safeguarding Practices	20	SEM1	Core
5HW090	Emotional Health and Wellbeing	20	SEM1	Core
4SH002	Contextualising Health and Social Care	20	SEM2	Core
5HW091	Planning Care in Context	20	SEM2	Core

Continuing students will follow the programme indicated below:

## September (Part-time)

### Year 2

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year. Students will complete their FD in Semester 1 of their third and final year of study.

Module	Title	Credits	Period	Type
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**Linked Option Group Rule:** Select a minimum of 20 credits and a maximum of 80 credits from the linked (\*) groups.

**\* Group 01 | Min Value: 20 | Max Value: 60**

4SH008	Developing Academic and Communication Skills	20	SEM1	
4SH005	Understanding Inequalities in Health and Social Care	20	SEM1	
4SH002	Contextualising Health and Social Care	20	SEM1	

**\* Group 01 | Min Value: 20 | Max Value: 60**

4SH004	Learning About Practice Through Reflection	20	SEM2	
4SH006	Understanding Physical Health Issues	20	SEM2	
4SH007	Promoting Health in Health and Social Care	20	SEM2	

**\* Group 01 | Min Value: 20 | Max Value: 60**

5SC002	Evaluating and Using Research in Applied Social Studies	20	SEM1	
5SH003	Key Contemporary Social Policies For Children and Adults	20	SEM1	
5SH005	Understanding Emotional Health and Wellbeing	20	SEM1	

**\* Group 01 | Min Value: 20 | Max Value: 60**

5SH001	Learning about Services through Work Experiences	20	SEM2	
5SH002	Leadership and Management	20	SEM2	
5SH006	Planng Care in the Legal and Ethical Context	20	SEM2	

## September (Part-time)

### Year 3

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year. Students will complete their FD in Semester 1 of their third and final year of study.

Module	Title	Credits	Period	Type
5HW086	Challenging Inequalities in Health and Social Care	20	SEM1	Core
5HW089	Contemporary Social Policies	20	SEM1	Core
5HW092	Research Methodology	20	SEM2	Core
5HW088	Leadership and Management in the Workplace	20	SEM2	Core

Continuing students will follow the programme indicated below:

## September (Part-time)

### Year 3

Part time Foundation students will study 80 credits in their 1st and 2nd year.

Please refer to your course guide with regards to which modules you need to register each year. Students will complete their FD in Semester 1 of their third and final year of study.

Module	Title	Credits	Period	Type
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**Linked Option Group Rule:** Select a minimum of 20 credits and a maximum of 80 credits from the linked (\*) groups.

**\* Group 01 | Min Value: 20 | Max Value: 60**

4SH008	Developing Academic and Communication Skills	20	SEM1
4SH005	Understanding Inequalities in Health and Social Care	20	SEM1
4SH002	Contextualising Health and Social Care	20	SEM1

**\* Group 01 | Min Value: 20 | Max Value: 60**

4SH004	Learning About Practice Through Reflection	20	SEM2
4SH006	Understanding Physical Health Issues	20	SEM2
4SH007	Promoting Health in Health and Social Care	20	SEM2

**\* Group 01 | Min Value: 20 | Max Value: 60**

5SC002	Evaluating and Using Research in Applied Social Studies	20	SEM1
5SH003	Key Contemporary Social Policies For Children and Adults	20	SEM1
5SH005	Understanding Emotional Health and Wellbeing	20	SEM1

**\* Group 01 | Min Value: 20 | Max Value: 60**

5SH001	Learning about Services through Work Experiences	20	SEM2
5SH002	Leadership and Management	20	SEM2
5SH006	Planngng Care in the Legal and Ethical Context	20	SEM2

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

Academic Regulations Exemption:

None.

Reference Points:

QAA UK Quality Code for Higher Education

[www.qaa.ac.uk/quality-code](http://www.qaa.ac.uk/quality-code)

QAA Foundation Degree Characteristics Statement Feb 2020

[https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81\\_10](https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10)

#### QAA Subject Benchmark Statements

University Policies and Regulations (<https://www.wlv.ac.uk/about-us/governance/legalinformation/policies-and-regulations/academic-regulations/>)

Department of Health and Social Care (2021) The Future of Health and Care  
<https://www.gov.uk/government/speeches/the-future-of-health-and-care>

NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>

Preparing the healthcare workforce to deliver the digital future (HEE 2019) <https://topol.hee.nhs.uk/>

UK legislation Equality Act (2010).

#### Wider Reference Points

- Closing the gap: priorities for essential changes in Mental Health (2014)
- Equality Act (2010)
- Every Child Matters (2003).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/272064/5860.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf)

- NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>
- NHS Interim People Plan (2019) [https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan\\_June2019.pdf](https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan_June2019.pdf)
- Public Health England Strategic Plan 2020  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/830105/PHE\\_Strategic\\_Plan\\_2020\\_Executive\\_Summary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strategic_Plan_2020_Executive_Summary.pdf)
- Public Health England screening <https://www.gov.uk/government/groups/uk-national-screening-committee-uk-nsc>
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)

<https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>

- The Children Act: (2004)
- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019) [file:///pr-store2.unv.wlv.ac.uk/home2\\$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf](file:///pr-store2.unv.wlv.ac.uk/home2$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf)
- Working Together to Safeguard Children (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

#### Learning Outcomes:

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##### CerTHE Course Learning Outcome 1 (CHECLO1)

"Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study"

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##### CerTHE Course Learning Outcome 2 (CHECLO2)

"Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study."

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##### CerTHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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##### CerTHE Course Learning Outcome 4 (CHECLO4)

"Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments"

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##### CerTHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some



## personal responsibility

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### FD Course Learning Outcome 1 (FDCLO1)

Demonstrate knowledge and critical understanding of the well-established principles of health and social care, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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### FD Course Learning Outcome 2 (FDCLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

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### FD Course Learning Outcome 3 (FDCLO3)

Demonstrate knowledge of the main methods of enquiry in health and social care, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

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### FD Course Learning Outcome 4 (FDCLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

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### FD Course Learning Outcome 5 (FDCLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the health and social care discipline effectively.

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### FD Course Learning Outcome 6 (FDCLO6)

Demonstrate the qualities and transferable skills necessary for employment, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

### Overview of Assessment:

Module	Title	Course Learning Outcomes
4HW090	Multi-agency and Safeguarding Practices	CHECLO1, CHECLO3, CHECLO4, CHECLO5
4HW091	Young People's Development	CHECLO1, CHECLO4
4HW092	Learning through Practice	CHECLO1, CHECLO3, CHECLO4, CHECLO5
4HW094	Approaches to Health Promotion	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
4SH002	Contextualising Health and Social Care	CHECLO1, CHECLO4
4SH006	Understanding Physical Health Issues	CHECLO1, CHECLO3, CHECLO4, CHECLO5
5HW086	Challenging Inequalities in Health and Social Care	FDCLO1, FDCLO4, FDCLO5, FDCLO6
5HW088	Leadership and Management in the Workplace	FDCLO1, FDCLO2, FDCLO3, FDCLO4, FDCLO5, FDCLO6
5HW089	Contemporary Social Policies	FDCLO1, FDCLO3, FDCLO4, FDCLO5
5HW090	Emotional Health and Wellbeing	FDCLO1, FDCLO2, FDCLO3, FDCLO4, FDCLO5, FDCLO6
5HW091	Planning Care in Context	FDCLO1, FDCLO2, FDCLO3, FDCLO4, FDCLO5, FDCLO6
5HW092	Research Methodology	FDCLO2, FDCLO3, FDCLO5

### Teaching, Learning and Assessment:

During the course, importance is placed on your ability to contextualise and apply your developing knowledge to your broader practice experiences and to bring insights from practice into the taught sessions. The range of teaching and learning strategies used, provide you with opportunities to develop your knowledge, skills and behaviours through lectures, seminar discussions and scenario-based learning. Where appropriate, modules have been designed to create opportunity for you to reflect on the application of theoretical ideas within a practical situation developing work-based learning across the range of contexts being explored. Additionally, a specifically designed work-based learning module has been developed at each level, to further enhance your learning and reflect on the ways you have been able to apply concepts within your day-to-day roles within the health and social care sector. This application of theory will create purposeful meaning-making experiences that you will be able to draw on in future employment and to enhance career development.

Flexible learning is promoted through the blended-model approach, this will include sessions taking place either face to face on campus or within an online environment. You will encompass independent learning through engaging in weekly reading, completion of pre-session and post session tasks contributing to tutor-led sessions and activities. You will be able to access Canvas to support and consolidate taught theory in order to broaden your knowledge and understanding of the subject. Your Canvas page will provide you with guidance on activities and reading material you will need to access on a weekly basis. Teaching activities/approaches used within the module will consist of large group teaching, small group teaching, demonstration, blended learning, flipped classroom, active learning, problem-based learning, work-based learning, student-led learning, collaborative learning, inquiry-based learning, direct instruction and questioning.

In the first year, you will be introduced to the information technology, library search skills, self-assessment and reflection strategies that build the foundations of lifelong learning. Alongside this you will begin to develop enquiry and research skills and explore the meaning of professional practice and leadership concepts developed throughout your programme.

Our curriculum has been designed to align with the Inclusive Framework: Curriculum design and delivery. Through this framework, we are enabling you to achieve your full learning potential through designing a curriculum that embraces your lived experiences, enhances your soft skills, and supports your academic abilities as you transition through the programme using a blended approach. You will develop and enhance ongoing skills in relation to employability, digital literacy, enterprise, entrepreneurship, professional practice, sustainability and global citizenship through learning that is informed by evidence-based research, practice and innovation.

### Assessment

The course is designed to support your progression through individual engagement and reflection of inclusivity.

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror real-world contexts. This helps you to develop confidence and prepares you for the challenges of independent practice. The foundation degree includes a range of different assessment tasks providing some optionality, which all contribute to your formation as a critical thinker and as a life-long learner. Assessments build on each other and grow in complexity, enabling you to see the connections across modules and years.

You will have the opportunity attend 'assessment unpacking' sessions throughout the semester, this will support you in consolidating your learning and engage in peer discussions to support you in your learning journey.

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;
- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

There are two types of assessment you will encounter throughout the course:

Firstly, you will complete a formative assessment, the mark/grade will not contribute towards the final module mark and grade. Formative assessment activities are useful to provide you with the opportunity to demonstrate your understanding of module content, acknowledge your development and progression in the module and understand its application to the summative assessment. You will receive feedback to support and prepare you for your summative assessment.

The format of a formative assessment may be similar to the summative assessment for the module, the purpose of this is to prepare and familiarise you with the summative assessment task.

Secondly, you will be required to complete a summative assessment where the mark you will receive will be the final mark for your module. Your summative assessment must be submitted as per the University's standard academic calendar <https://www.wlv.ac.uk/current-students/academic-calendar/>.

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your learning experience. Feedback and feed forward comments on a formative piece of work, for example, enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. In each module you will have opportunities to submit formative assessment and to receive feedback and feed forward advice.

Assessment throughout the course is cumulative and incremental enabling you to build self-confidence and orientate you to university life and learning with others. At academic Level 4 you will be typically asked to discuss, demonstrate, explain and identify. At academic Level 5 you may be asked to recognise, demonstrate, respond, justify, apply, critically discuss and evaluate.

### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

### Student Support:

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This programme has been designed to recognise and support individual aspirations and motivations of students accessing HE with extensive or limited sector specific knowledge and experience. The programme focusses on preparing you for working in various roles within diverse communities. You can share existing experiences of working with individuals, communities and populations which enhances the learning process and enables us to further develop the curriculum lens. There will be opportunities to engage with prospective employers through work-based learning, activities, outreach and events such as guest speakers. The programme embeds intersectionality supporting you to explore and share views and experiences through feedback in class and evaluation.

You will be supported in achieving your career ambitions through engaging in skills workshops to enhance existing skills, engage with prospective employers and through accessing the following services:

- Careers Enterprise and The Workplace – University of Wolverhampton
- Careers Guidance Team – Telford College.

Employability has been embedded into the programme through: providing you with the opportunity to apprehend the lived experiences of others through discussion and case studies; develop personal and professional attributes to respond to given situations; develop communication skills; develop self-awareness through engaging in reflection; develop confidence and motivation through identifying strengths and areas of development in own work and practice; understanding the role of an ethical practitioner; adherence to relevant codes of practice whilst on placement; working collaboratively in assessment and practice; being digitally fluid and technically skilled through using new technologies at university and within the workplace; develop critical and analytical skills through assessment and observation; to progress on to each level of study with knowledge, experience and autonomy.

As you progress, whether directly into employment or further study, the modules studied in the programme will support you in being innovative through experience of facilitating change; an understanding of quality improvement; being resilient both at university and in practice; have a vision shaped by personal and professional experiences and the ability to problem solve in different settings.

You will have the opportunity to progress into a role within/related to health and social care or further study. Through studying on this programme, you could seek employment in the private industry, local authority, government departments, statutory bodies, NHS Trusts, NHS England, charities, policy organisations, higher and further education.

### Employability in the Curriculum:

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codes of practice whilst on placement; working collaboratively in assessment and practice; being digitally fluid and technically skilled through using new technologies at university and within the workplace; develop critical and analytical skills through assessment and observation; to progress on to each level of study with knowledge, experience and autonomy.

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