

<b>Programme Title and Name of Award</b>	FdSc Assistant Practitioner in Health and Social Care		
<b>Academic Level</b>	5	<b>Total Credits</b>	240
<b>Professional Body Accreditation / Qualification</b>	Not applicable		
<b>Date of Professional Body Accreditation</b>	Not applicable	<b>Accreditation Period</b>	
<b>UCAS Code</b>			
<b>JACS Code</b>	<b>B300</b>		
<b>HECoS Code</b>	100476		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage and include the following:</p> <ul style="list-style-type: none"> <li>• Applicants must be working in a health and social care setting and have the support of their employer – as evidenced by a letter of support from the employer confirming provision of appropriate supervision within the work setting</li> <li>• Have a qualification in English and Maths to GCSE levels A to C or Functional Skills Level 2</li> <li>• NVQ 3 or equivalent portfolio of evidence (as determined by the programme leader)</li> </ul>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Nursing, Health & Professional Practice		
<b>Programme delivered in conjunction with</b>	Employers, Healthcare Trusts, Voluntary, Private & Statutory Sectors		
<b>Principal Mode of</b>	Blended Learning		

<b>Delivery</b>	
<b>Pattern of Delivery</b>	Full Time / Part Time
<b>Delivery Site(s)</b>	Barrow, East India Dock Road, Lancaster, Fusehill Street, off site at employer premises (subject to the policy for off site delivery).
<b>Programme Length</b>	2 years for full-time and 3-4 years part-time Maximum permitted registration period 6 years
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <ul style="list-style-type: none"> <li>• Certificate of Higher Education in Health and Social Care on completion of 120 CAT points level 4 (with or without QPU)</li> </ul> <p>FdSc in Health and Social care on completion of 120 CAT points level 4 &amp; 120 CAT points level 5 (without both QPUs)</p>
<b>Period of Approval</b>	January 2019 – December 2025

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

The Foundation Degree has been designed to meet the needs of a variety of individuals and employers,

while reflecting the diversity and scope of caring for service users in a variety of setting. Primarily it is aimed at health or social care assistants or support workers who are employed within settings such as hospitals, primary care services, nursing and residential units, domiciliary care or for those working with people within the voluntary sector. Learning will be a combination of university attendance, online learning, work based learning and independent study This programme aims to support you to develop specialised knowledge and transferrable skills appropriate to the role of an assistant practitioner.

There are opportunities for the programme to be adapted to ensure the needs of students and employers are met, with negotiable modules at both level 4 and level 5. This can allow you to negotiate a specific area of study in collaboration with your Lecturers and your employer (if applicable), for example, medication management, radiography skills, dementia care, long term health conditions, palliative care etc. This allows a high degree of flexibility ensuring learners can study as well as work in their area of specialist interest therefore encouraging better engagement, whilst employers will have trained staff in specialist subject areas.

All support workers working within health and social care need to have achieved the Care Certificate within the first 12 weeks of being in employment. The modules HLLF4115 Professional Development & Clinical Skills/HLLF9412 Qualificatory Practice Unit incorporate the 15 core standards and learners will be supported by their learning facilitator and personal tutor to successfully achieve this within the identified timeframe. Evidence will be included within HLLF4115 module portfolio assignment. Some learners may already have completed this and may include the original certificate of achievement within their portfolio.

Successful completion of the programme means you will be guaranteed an interview for a place on a nursing or other allied health professional programme although not guaranteed a place, you will have the required academic accreditation for progression onto a BSc (Hons) programme.

## **Aims of the Programme**

The overall aims of the Programme are:

1. Provide a high quality learning experience for that is flexible and responsive in supporting the personal and professional development of both you as an assistant practitioner, and your organisation or business (if applicable), based upon a coherent and integrated framework of higher level work based learning.
2. Provide you with a coherent and flexible programme which recognises the value of prior experiential learning while providing opportunities for lifelong learning.
3. Provide study that utilises a range of innovative learning resources to progressively foster independence in learning, reflective practice and the development of higher level knowledge, skills and attributes.
4. Deliver coherent, meaningful, approved routes into higher education giving you the ability and flexibility to negotiate your learning needs and desired outcomes to enhance academic skills and quality care within your role as an assistant practitioner.
5. Develop your critical abilities, skills and knowledge in underpinning theory to enable you to apply them to your area of professional practice as an assistant practitioner, enabling progression within your chosen field of specialty.

## **Level Descriptors**

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

The learning outcomes identified within the programme have been taken from the Qualificatory Descriptors outlined in the FHEQ (QAA 2014, available at <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>)

Please also see mapping to HLA Framework appended.

### **After 120 credits of study (CertHE) you will be able to demonstrate:**

**K1.** Knowledge of the underlying concepts and principles associated with your area of study, including demonstrating the ability to evaluate and interpret these within the context of the area being studied.

**K2.** Sound knowledge of the basic concepts of the underlying principles and concepts necessary to support your role as an assistant practitioner in your own area of practice.

**K3.** The ability to present, evaluate and interpret qualitative and quantitative data, in order to make sound judgements in accordance with basic theories and concepts linked to your own area of study.

### **After 240 credits of study (FdSc) you will be able to demonstrate:**

**K4.** Knowledge and critical understanding of the well-established principles of your areas of study, and the way in which those principles have developed.

**K5.** Knowledge of the main methods of enquiry in the relevant subject to the assistant practitioner

programme, and have the ability to critically evaluate evidence based approaches towards solving problems in this area.

**K6.** An understanding of the limits of your knowledge, while being able to know how this influences analysis and interpretations based on your knowledge.

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

The learning outcomes identified within the programme have been taken from the Qualificatory Descriptors outlined in the FHEQ (QAA 2014, available at <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>)

Please also see mapping to HLA Framework appended.

#### **After 120 credits of study (CertHE) you will be able to demonstrate:**

**S1.** The ability to communicate the results of your study or work-based learning accurately to solving problems related to their area of study.

**S2.** The professional values, qualities and transferable skills necessary for employment requiring a level of personal responsibility.

**S3.** The ability to evaluate the appropriateness of different approaches to solving problems within your area of practice.

#### **After 240 credits of study (FdSc) you will be able to demonstrate:**

**S4.** Utilise a range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.

**S5.** Effective communication to specialist and non-specialist audiences and deploy key techniques of this discipline effectively

**S6.** Qualities and transferable skills necessary for your employment that require a professional value base and personal responsibility and accountability.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme outcomes are referenced to the following:

- Framework for Higher Education Qualifications in England, Wales and Northern Ireland (revised in 2014).
- Qualificatory Descriptors outlined in the FHEQ (QAA 2014), available at <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>
- National Occupational Standards for Health & Social Care, available at <http://www.skillsforcare.org.uk/Standards-legislation/National-Occupational-Standards/National-Occupational-Standards.aspx>
- Skills for Health: Assistant Practitioner in the NHS in England, available [here](#)
- Code of Conduct for Healthcare Support Worker & Adult Social Care Workers in England, 2013,

available at <http://www.skillsforcare.org.uk/Documents/Standards-legislation/Code-of-Conduct/Code-of-Conduct.pdf>

Other internal reference points include:

- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

## **Graduate Prospects**

On successful completion of this programme you will be eligible to progress onto further study, either via the top-up degree in practice development or, if you wish to pursue a career as a health care professional you will be eligible for a guaranteed interview for a place on a professional programme (such as nursing, occupational therapy, physiotherapy for example). Progress onto routes such as these will afford you the opportunity to further develop your knowledge and skills at graduate level and to train as a registered health care professional if you choose.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

The programme will include face-to-face teaching at a specified university site (or it could be delivered within the workplace or partner site if appropriate), and via online learning and will always be in collaboration with work-based learning when you will need to apply taught theoretical content to your practice area. The taught elements aim to support you in developing underpinning concepts necessary for your role. Support from a link lecturer aims to ensure your personal and professional development to becoming an Assistant Practitioner. You will be given the support to enable you to deliver high quality, person-centred care, having a clear understanding of the professional codes of practice that underpin your practice.

Face-to-face teaching methods include lectures, workshops, tutorials and learning activities to introduce the main concepts and issues that are core to the programme. Tutorials will help you to develop your understanding of key topics and concepts, supported by using reflection on practice, case studies and group work. The module tutors liaise with Specialist Practitioners who frequently support teaching on specific modules to help you synthesise some of the theoretical and practical elements of the programme.

Interprofessional elements of the programme will allow you to understand the role of other professionals working within the health and social care environment, enabling a better understanding of how collaboration can promote more holistic, patient-centred care.

Online work is supported by the Virtual Learning Environment (VLE) Blackboard which will support the face-to-face sessions at university, allowing formative feedback to help your professional development. It will act as a means of communicating with other students as well as the programme or module tutors, supporting discussions and being an interactive tool to create a more stimulating and innovative learning environment.

The programme teaching team maintain ongoing professional development to ensure the module content is contemporary to meet your learning needs. Staff student forums and module evaluations

help to ensure that the module content meets your learning needs as your feedback is important to help shape future teaching delivery. The University promotes learning partnerships in collaboration with you, your employer (if applicable) and the module teams, ensuring you understand that all stakeholders are important in shaping future curriculum development.

All assessments undergo rigorous quality assurance processes to ensure there is a robust system in place for fair and just assessment strategies, supported by highly qualified External Examiners.

Knowledge, understanding, skills and other attributes are taught at the University with students putting them into context and appreciating their relevance through applying them in the workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

Assessments will also include work-based projects or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

There will be an induction process for all learners to introduce them to the programme, teaching team and University services. This will take place prior to the learners commencing on the programme and aims to welcome them to the University of Cumbria, explore expectations and discuss any concerns or issues the learners may have.

### **Support from the University**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

### **Personal Development Planning**

With the support from your Personal Tutor, you will be expected to maintain a reflective journal throughout the programme, for you to reflect on those experiences in work and University that have helped to support your personal and professional development. Personal development planning is embedded within all the modules to support you to critically reflect on your own academic development as well your work-based learning. This will enable you to reflect on how your learning has had an impact on your personal development plus the benefits that it has had on your role at work and the organisation.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and

resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

#### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

#### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

### **Additional Support**

The university is committed to promoting equality and diversity and welcomes students from all backgrounds. There are robust procedures for ensuring reasonable adjustments are made to promote access for disabled students in line with the Special Educational and Disability Act 2001 (<http://www.legislation.gov.uk/ukpga/2001/10/contents>) (SENDA). If you require practical support or advice, the University will help to ensure that reasonable adjustments are made to facilitate your success, both within University or the workplace. More information can be found at: <http://my.cumbria.ac.uk/StudentLife/Support/Disability/Home.aspx>

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
4	HLLF4112	Fundamentals of Professional Practice	20	Core	K1, K2, K3, S1, S2
4	HLLF4113	Foundations of Anatomy & Physiology	20	Core	K1, K2, S3
4	HLLF4114	Introduction to Health & Well-Being	20	Core	K1, K2, K3, S1, S2, S3
4	HLLG4120	Negotiated Learning	20	Core	K1, K2, K3, S1, S2, S3
4	HLLF4115	Professional Development & Clinical Skills	40	Core	K1, K2, K3, S1, S2, S3
4	HLLF9412	Work Based Learning	0	Qualificatory	K1, K2, K3, S1, S2, S3
5	HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	20	Core	K4, K6, S4, S5, S6
5	HLLF5115	Applied Anatomy & Physiology	20	Core	K4, K6, S4, S6
5	HLLF5116	Evidence Based Practice	20	Core	K4, K5, K6, S4, S6
5	HLLG5125	Negotiated Learning	20	Core	K4, K5, K6, S4, S5, S6
5	HLLF5117	Applied Professional Development & Clinical Skills	40	Core	K2, K3, K4, K5, K6, S4, S5, S6
5	HLLF9512	Work Based Learning	0	Qualificatory	K2, K3, K4, K5, K6, S4, S5, S6
<b>Notes</b>					
<p>This programme operates in accordance with the University's <a href="#">Academic Regulations and Academic Procedures and Processes</a></p> <p>This is a generic award: FdSc Assistant Practitioner in Health and Social Care. All module content will be flexible to meet your needs, so this will be</p>					

dependent on your role and the area you are working in. The negotiated learning module will be agreed between you, your employer (if applicable) and the appropriate University Lecturer. This allows you to focus on specific areas appropriate to your area of practice.

You need to pass all the level 4 & level 5 modules and both QPUs before you can graduate with the award of FdSc Assistant Practitioner in Health and Social Care. If you do not achieve a pass in both QPUs you will be awarded the FdSc in Health and Social care. If you pass all level 4 modules (with or without the QPU) you will exit with a Certificate in Higher Education Health & Social Care.

A failed student will / will not be permitted to re-register on the same programme

<b>* Key to Module Statuses</b>	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLF4114	Introduction to Health & Well-Being	Year-1 Semester 1	Case Study Presentation	December
HLLF4113	Foundations of Anatomy & Physiology	Semester 1	Written exam	January
HLLF4112	Fundamentals of Professional Practice	Semester 2	Short Questions & Answer Session (15 minutes) & OSCE (15 mins)	April
HLLG4120	Negotiated Learning	Semester 2E	Written Assignment	July
HLLF4115	Professional Development & Clinical Skills	Year-long	Portfolio & Oral Presentation	May
HLLF9412	Work Based Learning	Year-long	Practical Skills Assessment	May
HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	Year-2 Semester 1	Oral Presentation & Written Assignment	December
HLLF5115	Applied Anatomy & Physiology	Semester 1	Oral Presentation	January
HLLF5116	Evidence Based Practice	Semester 2	Written Assignment	April
HLLG5125	Negotiated Learning	Semester 2E	Written Assignment	July
HLLF5117	Applied Professional Development & Clinical Skills	Year-long	Portfolio	May
HLLF9512	Work Based Learning	Year-long	Practical Skills Assessment	May

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLF4114	Introduction to Health & Well-Being	Year-1 Semester 2	Case Study Presentation	April
HLLF4113	Foundations of Anatomy & Physiology	Semester 2	Written exam	April
HLLF4112	Fundamentals of Professional Practice	Semester 2E	Short Questions & Answer Session (15 minutes) & OSCE (15 mins)	July
HLLG4120	Negotiated Learning	Semester 1	Written Assignment	December
HLLF4115	Professional Development & Clinical Skills	Year-long (starting sem 2, year 1)	Portfolio & Oral Presentation	September
HLLF9412	Work Based Learning	Year-long (starting sem 2, year 1)	Practical Skills Assessment	September
HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	Year-2 Semester 2	Oral Presentation & Written Assignment	April
HLLF5115	Applied Anatomy & Physiology	Semester 2	Oral Presentation	April
HLLF5116	Evidence Based Practice	Semester 2E	Written Assignment	July
HLLG5125	Negotiated Learning	Semester 1	Written Assignment	December
HLLF5117	Applied Professional Development & Clinical	Year-long (starting Sem 2,	Portfolio	September

	Skills	year 2)		
HLLF9512	Work Based Learning	Year-long (starting Sem 2, year 2)	Practical Skills Assessment	September

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLF4114	Introduction to Health & Well-Being	Semester 2E Year-1	Case Study Presentation	July
HLLF4113	Foundations of Anatomy & Physiology	Semester 2E	Written exam	July
HLLF4112	Fundamentals of Professional Practice	Semester 1	Short Questions & Answer Session (15 minutes) & OSCE (15 mins)	December
HLLG4120	Negotiated Learning	Semester 2	Written Assignment	April
HLLF4115	Professional Development & Clinical Skills	Year-long (starting sem 2E, year 1)	Portfolio & Oral Presentation	December
HLLF9412	Work Based Learning	Year-long (starting sem 2E, year 1)	Practical Skills Assessment	December
HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	Semester 2E (year 2)	Oral Presentation & Written Assignment	July
HLLF5115	Applied Anatomy & Physiology	Semester 2E	Oral Presentation	July
HLLF5116	Evidence Based Practice	Semester 1	Written Assignment	December

HLLG5125	Negotiated Learning	Semester 2	Written Assignment	April
HLLF5117	Applied Professional Development & Clinical Skills	Year-long (starting Sem 2E, year 2)	Portfolio	December
HLLF9512	Work Based Learning	Year-long (starting Sem 2E, year 2)	Practical Skills Assessment	December

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLF4114	Introduction to Health & Well-Being	<b>Year-1</b> Semester 1	Case Study Presentation	December (year-1)
HLLF4113	Foundations of Anatomy & Physiology	Semester 2	Written exam	April
HLLF4112	Fundamentals of Professional Practice	Semester 2E	Short Questions & Answer Session (15 minutes) & OSCE (15 mins)	July
HLLG4120	Negotiated Learning	<b>Year-2</b> Semester 1	Written Assignment	December (year-2)
HLLF4115	Professional Development & Clinical Skills	Year-long (start sem 1, year-1 for 14 months)	Portfolio & Oral Presentation	November (Year 2)
HLLF9412	Work Based Learning	Year-long (sem 1, year-1 for 14 months)	Practical Skills Assessment	November (Year 2)
HLLF5114	Contemporary Issues in Therapeutic &	<b>Year-3</b>	Oral Presentation & Written	April (year 3)

	Diagnostic Interventions within a multi-disciplinary Perspective	Semester 2	Assignment	
HLLF5115	Applied Anatomy & Physiology	Semester 2E	Oral Presentation	July (year-3)
HLLF5116	Evidence Based Practice	Semester 1	Written Assignment	December (year-3)
HLLG5125	Negotiated Learning	<b>Year-4</b> Semester 2	Written Assignment	April (year-4)
HLLF5117	Applied Professional Development & Clinical Skills	Year-long (starts sem 2, year-3 for 14 months)	Portfolio	March (year-4)
HLLF9512	Work Based Learning	Year-long (starts sem 2, year-3 for 14 months)	Practical Skills Assessment	March (year-4)

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLF4114	Introduction to Health & Well-Being	<b>Year-1</b> Semester 2	Case Study Presentation	April (year-1)
HLLF4113	Foundations of Anatomy & Physiology	Semester 2E	Written exam	July
HLLF4112	Fundamentals of Professional Practice	Semester 1	Short Questions & Answer Session (15 minutes) & OSCE (15 mins)	December
HLLG4120	Negotiated Learning	<b>Year-2</b> Semester 2	Written Assignment	April (year-2)

HLLF4115	Professional Development & Clinical Skills	Year-long (starts sem 2, year-1 for 14 months)	Portfolio & Oral Presentation	March (Year 2)
HLLF9412	Work Based Learning	Year-long (starts sem 2, year-1 for 14 months)	Practical Skills Assessment	March (Year 2)
HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	<b>Year-3</b> Semester 2E	Oral Presentation & Written Assignment	July (year 3)
HLLF5115	Applied Anatomy & Physiology	Semester 1	Oral Presentation	December (year-3)
HLLF5116	Evidence Based Practice	Semester 2	Written Assignment	April (year-3)
HLLG5125	Negotiated Learning	<b>Year-4</b> Semester 2E	Written Assignment	July (year-4)
HLLF5117	Applied Professional Development & Clinical Skills	Year-long (starts sem 2E, year-3 for 14 months)	Portfolio	June (year-4)
HLLF9512	Work Based Learning	Year-long (starts sem 2E, year-3 for 14 months)	Practical Skills Assessment	June (year-4)

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLF4114	Introduction to Health & Well-Being	<b>Year-1</b> Semester 2E	Case Study Presentation	July (year-1)
HLLF4113	Foundations of Anatomy & Physiology	Semester 1	Written exam	December

HLLF4112	Fundamentals of Professional Practice	Semester 2	Short Questions & Answer Session (15 minutes) & OSCE (15 mins)	April
HLLG4120	Negotiated Learning	<b>Year-2</b> Semester 2E	Written Assignment	July (year-2)
HLLF4115	Professional Development & Clinical Skills	Year-long (starts sem 2E, year-1 for 14 months)	Portfolio & Oral Presentation	June (Year 2)
HLLF9412	Work Based Learning	Year-long (starts sem 2, year-1 for 14 months)	Practical Skills Assessment	June (Year 2)
HLLF5114	Contemporary Issues in Therapeutic & Diagnostic Interventions within a multi-disciplinary Perspective	<b>Year-3</b> Semester 1	Oral Presentation & Written Assignment	December (year 3)
HLLF5115	Applied Anatomy & Physiology	Semester 2	Oral Presentation	April (year-3)
HLLF5116	Evidence Based Practice	Semester 2E	Written Assignment	July (year-3)
HLLG5125	Negotiated Learning	<b>Year-4</b> Semester 1	Written Assignment	December (year-4)
HLLF5117	Applied Professional Development & Clinical Skills	Year-long (starts sem 1, year-3 for 14 months)	Portfolio	November (year-4)
HLLF9512	Work Based Learning	Year-long (starts sem 1, year-3 for 14 months)	Practical Skills Assessment	November (year-4)

<b>Methods for Evaluating and Improving the Quality and Standards of Learning</b>	
<b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> </ul>
<b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b>	<ul style="list-style-type: none"> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> <li>• Meetings with employers</li> </ul>

<b>Date of Programme Specification Production:</b>	December 2018
<b>Date Programme Specification was last updated:</b>	
<b>For further information about this programme, refer to the programme page on the University website</b>	

<b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b>	
<b>Is the placement requirement more than 50% of the programme?</b>	No
<b>If yes, what % of the programme is the placement requirement?</b>	Not applicable
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	Not applicable