

Programme Specification

Programme Title and Name of Award	BSc (Hons) Health and Social Care with Integrated Foundation Year		
Academic Level	6	Total Credits	480
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	Not applicable	Accreditation Period	Not applicable
UCAS Code	L510		
HECoS Code	100476		
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Please note that APL will not be permitted at Level 3 on this programme. Students who have studied an alternative Level 3 programme but have a confirmed fail in a core module on that programme with a mark in the range 35-39%, may be considered for transfer onto Level 4 of this programme. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/bsc-hons-health-and-social-care-with-integrated-foundation-year/</p> <p>The following additional requirements apply for entry to this programme:</p> <ul style="list-style-type: none"> • GCSE English Grade C/4 		
Teaching Institution	University of Cumbria		
Owning Institute	Health		
Programme delivered in conjunction with	N/A		

All rights including copyright in the content of this programme are owned or controlled by the University of Cumbria. Except as otherwise expressly permitted under copyright law or by the University of Cumbria, the content of the programme may not be copied, duplicated, reproduced, republished, posted, distributed or broadcast in any way without the written permission of the University of Cumbria

Principal Mode of Delivery	Blended and Face to face	
Pattern of Delivery	Full Time	
	Total weeks of study:	24 weeks
	Delivery pattern:	2x 12 week semesters
	Standard semester dates:	Yes
Delivery Site(s)	Level 3 module delivery at Lancaster & Carlisle Fusehill Street campuses Levels 4 – 6 module delivery at Lancaster, Carlisle Fusehill Street and London campuses	
Programme Length	4 years (Full time) Maximum registration period is 8 years	
Exit Awards	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>BSc Health and Social Care with Integrated Foundation Year (420 credits)</p> <p>DipHE Health and Social Care with Integrated Foundation Year (360 credits)</p> <p>CertHE Health and Social Care with Integrated Foundation Year (240 credits)</p> <p>FdCert Health and Social Care (120 credits)</p>	
Period of Approval	August 2022	
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/bsc-hons-health-and-social-care-with-integrated-foundation-year/</p>		

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

This degree programme in Health and Social Care provides you with the opportunity to achieve a nationally recognised academic award that has been designed to meet your needs, and facilitate progression as you build your career within Health and Social Care sectors. The key knowledge, understanding and experiences gained throughout the programme are structured to enhance employability within a sector that is experiencing continued growth.

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme. One of the key features of the foundation year entry route is its wide applicability to a range of potential careers and/or opportunities for further study. At the end of the Integrated Foundation Year there is an opportunity to apply to transfer onto a range of our Allied Health Programmes. However, in order to progress you will need to meet the entry requirements and pre-requisites for the professional programme of your choice as these will be governed by professional body requirements. These include passing the year with a mean mark of over 50% programme dependant, passing module UNIF3014, completing a successful interview and we require you to comply with an Enhanced Disclosure and Barring Service (DBS) background clearance check. Details on the policy can be found [here](#). You will be supported throughout the year to prepare you for the interview and to ensure that you are able to meet all other criteria.

The foundation year modules will serve to provide you with an excellent grounding for work with people of any age across a range of educational, health or research related settings. This foundation year offers opportunities for shared learning with students planning for careers in allied fields, consequently the activities and assessments have been designed to include varying levels of choice when it comes to the focus of the work you undertake, for example: in a number of modules you will have an opportunity to identify a population or contemporary issue of your choice as the focus of your research

Students following this route will take modules in Mental Health and Wellbeing, Professional Practice in the Community and Contemporary Issues and the Media along with students from other programmes. You will be investigating key contemporary issues relating to your subject area through

the lens of the media and analysing the role and influence the media has on society's appreciation of these issues. Through investigating the work of community groups you will gain an appreciation of the roles within and requirements of organisations as well as developing key employability skills such as reflective practice and team working in a work context. There is an opportunity within this module to further enhance key skills through undertaking volunteering with a community group of your choice linked to your degree area. Guest speakers from different professions contribute to module UNIF3014 Professional Practice in the Community, providing a valuable insight into their role and their work within their organisation, together with a greater appreciation of the relevance of theory learnt on your programme to future careers and the skills you require to undertake that role. You will also take a subject specific module that introduces you to the key principles of Anatomy and Physiology and theories of human development, along with two further university-wide modules that prepare students for study in Higher Education. The foundation year offers a good introduction to understanding a range of social and community settings in society and contemporary issues. Students will develop problem solving skills, knowledge and a grounding in essential academic skills and nurturing career aspirations.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and gradueness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

The programme is designed to equip you with academic, research, analytical and problem solving skills ideally suited for a range of careers and career progression in the Health and Social Care sector. Health and Social Care will be examined, not just from a national perspective, but will encompass a global perspective, considering other cultural values and beliefs, approaches to care across diverse cultures and communities, recognising and appreciating similarities and differences alike.

Your programme *'will include content which is relevant to the world of work, emphasising problem-solving and the interaction of theory and practice. It will challenge you intellectually, promoting independence and confidence'* (University of Cumbria, Learning, Teaching and Assessment Strategy, Equally focussing upon one of the key themes from the same strategy we aim to *'provide an environment for the development of professionally relevant, research informed and innovative programmes'*. This theme not only provides a foundation for your area of study, but it also recognises the importance of using a clear educational curriculum model and framework to structure your programme, with you as the learner being central to this process.

Focussing on the knowledge and skills required for your employment, the curriculum accommodates the latest contemporary national and global developments, key elements of reflective practice and transformative learning. Our University of Cumbria graduate attributes recognise the importance of you being *"self-reliant, adaptable and flexible"* in your thinking and practice. This will be reflected in developing and enhancing your skills of enquiry and encouraging you to be *"open to change"* embracing the principles which underpin transformative learning.

Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. Provide a supportive transitional route into higher education equipping students with the skills essential for successful participation in academic study.
2. Develop students' inter-disciplinary knowledge through an exploration of theoretical concepts in a range of contexts applicable to Health and Social Care.
3. Develop the academic personal and professional skills required to work in the context of Health and Social Care.
4. Provide a structured programme of study which provides a coherent scheme and progression route across each of the levels, recognising and valuing prior experience and learning and building on this through a process of transformative reflection.
5. Provide you with the opportunity to develop intellectual, analytical, and problem solving skills which encourage the development of mature and independent decision making, transformative reflection and reasoned judgement.
6. Develop conceptual knowledge and practical understanding of how techniques of enquiry enable the critical analysis, interpretation and application of contemporary evidence within your sphere of influence.
7. Develop graduate key attributes within the lifelong learning context.
8. Facilitate your development as a responsive and adaptive leader and/or change agent
9. Provide a learning experience which promotes the application of a robust client/user focus and a collaborative approach to working in a health and social care setting.
10. Provide a supportive and responsive learning environment that will enable students with different experiences to develop the flexible and transferable skill set required for a health and social care context.

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 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts.
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format.
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

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 workplace 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 workplace experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and workplace 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:

After 120 credits of study (FdCert) you will be able to demonstrate:

FK1. The ability to apply and explain of the theories, models, concepts and principles of human behaviour, organisations and communities that underpin the context of Health and Social Care (Level 3)

FK2. Knowledge of the theories, concepts and contexts of human anatomy and physiology and mental health and wellbeing across the lifespan (Level 3)

After 240 credits of study (CertHE) you will be able to demonstrate:

- K1.** a broad comprehensive knowledge base and understanding of the scope and breadth of the subject areas studied.
- K2.** an understanding of the ethical perspectives and diversity of values associated with the health and social care sphere of practice
- K3.** the ability to utilise research and enquiry techniques to identify, analyse and interpret relevant evidence
- K4.** an understanding of the importance and benefits of reflection and the concept of transformative learning

After 360 credits of study (DipHE) you will be able to demonstrate:

- K5.** an ability to utilise knowledge of the multidisciplinary nature of Health and Social Care to analyse health at individual, community, national and global levels
- K6.** an ability to utilise research findings to apply a critical and evaluative approach to the development of your academic studies
- K7.** an evolving understanding of the diversity and impact of determinants of health on individual health and well-being

After 480 credits of study (BSc Hons) you will be able to demonstrate understanding of:

- K8.** The evidence, theories and policy drivers that underpin decision making and judgement in holistic health and social care environments.
- K9.** The professional, ethical and legal perspectives of health and social care practice, including diversity and cultural issues in the community and other health and social care settings.
- K10.** The need for and constraints of developing reflective practice, managing change and of multi-professional working including concepts and frameworks for transformative reflection, collaborative and partnership working.
- K11.** Use of initiative and self direction in the development of transformative solutions to problems.
- K12.** The key aspects relating to your experiences within health and social care, in order to plan and execute a piece of independent work.

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

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

After 120 credits of study (FdCert) you will be able to demonstrate:

- FS1.** An understanding of the academic, personal and professional skills needed to succeed in higher education (Level 3)
- FS2.** Effective problem solving skills for working with people across a range of contexts (Level 3)
- FS3.** specific skills, techniques and competencies needed to work across a range of stakeholders and contexts (Level 3)

After 240 credits of study (CertHE) you will be able to demonstrate:

S1. the ability to effectively utilise established techniques of analysis and enquiry to facilitate discussion on and in current research

S2. the ability to communicate effectively with service users and carers, and with other professionals

S3. the professional values, qualities and transferable skills necessary for employment requiring a level of personal responsibility

After 360 credits of study (DipHE) you will be able to demonstrate:

S4. the ability to identify and manage your own learning needs, making use of a strong evidence base to support this

S5. the ability to integrate clear understanding of the complexity of ethical principles and their application within your area of health and social care practice

S6. the ability to integrate knowledge of and respond appropriately to equality, diversity and equity within Health and Social Care

After 480 credits of study (BSc Hons) you will be able to demonstrate understanding of:

S7. Make sound professional judgments and utilise different modes of decision making.

S8. Search for, critically analyse and apply a contemporary evidence base for health and social care practice.

S9. Use information technology effectively, as a resource of information, as a learning aid and for the presentation of information.

S10. Take responsibility for own learning and development, using transformative reflection to analyse own capabilities, plan and implement actions within required deadlines.

S11. Utilise acquired knowledge and skills to enhance service user experiences and your own personal development.

S12. Use initiative in decision making and generate transformative solutions through the synthesis of ideas and information to enhance service user experiences and your own personal development.

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:

- Public Health England (2017) consultation document [Facing the Facts, Shaping the Future](#) (a draft health and care workforce strategy for England to 2027)
- [QAA Subject Benchmark Statement: Health Studies](#) (2016).
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- [Student Achievement Strategy 2019-2021](#)
- [Institute of Health Employability Plan](#)

Graduate Prospects

Completion of this programme of study will enhance your employability and career prospects. This may manifest in a number of ways, for example, you may use this degree to gain employment or a promotion within a professional role or to develop or extend your sphere of practice. Recent graduates have gone on to work in a variety of organisations and settings in enhanced roles, in managerial positions, in the NHS, teacher training and as business owners within the health and social care setting. There are numerous opportunities to continue studying to gain a qualification in Nursing, Midwifery or an Allied Health Profession such as Physiotherapy, Radiography or Occupational Therapy or within other disciplines such as Teaching and Social Work. Lifelong learning is fundamental within health and social care, and within our Practice Development Framework, there are opportunities to continue your studies via our professional health portfolio which offers opportunity to study individual modules through to a full Masters programme.

Upon successful completion of your foundation year you can if you so choose, apply to study one of the following programmes, subject to passing your foundation year with a mean mark of over 50% (CARE: this may vary depending on your programme of choice), passing module UNIF3014, a successful interview, an Enhanced Disclosure and Barring Service (DBS) background clearance check, the policy can be found here and meeting other programme and professional body entry requirements which are shown on the relevant programme webpage.

- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Nursing - Adult
- BSc (Hons) Nursing - Child
- BSc (Hons) Nursing - Learning Disability
- BSc (Hons) Nursing - Mental Health
- BSc (Hons) Occupational Therapy
- BA (Hons) Social Work

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

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Integrated Foundation Year:

We want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The

mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of programmes within the Institute of Health and students from other Institutes, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme. In some modules such as Professional Practice in the Community guest speakers from local industry and organisations will give talks on their role and practice within the wider community bridging the link between social theory and practice explored during the module.

The University of Cumbria, Learning, Teaching and Assessment Strategy (LTA, 2017-22) underpins all aspects of this programme.

The programme is designed to be flexible, utilising the full range of UoC digital resources and supported communication through learning technology (including online learning). You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice, through both self and critical reflection, to facilitate a transformative learning experience.

Learning and Teaching Methods will:

- Promote the development of inclusive practice and address a range of learner types
- "*Scheduled learning and teaching*" encompasses a variety of approaches to learning and teaching across the framework. Strategies include online and / or class-based workshop activities, facilitated discussion and debate, tutorials, guided study and reading, work based learning, reflection on practice, directed and independent study utilising electronic resources e.g Virtual Learning Environment (VLE), individual and group project work.
- Use learning technology to promote your learning and achievement, for example through the use of mobile technology, podcasts, webinars
- Provide active learning and social learning opportunities
- Provide appropriate engagement and facilitation models for face-to-face and blended learning
- Foster aspiration and career readiness through experiential and inter-professional learning
- Be relevant to the needs of your area of practice, emphasising problem-solving and the interaction of theory and practice
- Use research-informed teaching, drawing on health, social care and workplace knowledge and expertise to enhance reading and interpretation of research publications

- Actively enhance critical reflection of work based experiences
- Foster self-reflection, utilising strategies such as role play and debate, to facilitate opportunities to consider differing perspectives

The programme is delivered by a team of specialist, experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant.

Summative and Formative Assessment Methods:

All but one of your foundation year modules are designed with two summative assessments this is to allow you the opportunity to ease into undertaking assignments at HE level and for feedback to be provided to you and for you to develop further as you progress through a module. This particularly benefits students who enter this programme following a gap from education or who lack specific academic skills and confidence.

- Assessment load is minimised for your benefit whilst upholding robust academic standards
- Are designed to provide a creative and balanced strategy across the programme enabling students to evidence excellence in knowledge and skills development
- Provide a range of authentic, engaging and challenging formative assessment activities which as well as being important for learning, promote the value of formative assessment and contribute to the successful completion of the summative assignment task(s). Examples include quizzes, group work, peer review, presentations, reflection, tutorials, online activities which are designed to generate feedback on performance in order to improve learning
- Enable the valid testing of the programme learning outcomes, through a variety of summative "*written assignments*" including for example; portfolio, case study, reports, reflective accounts, response to peer review, academic essays, appraisal of evidence,
- Are relevant to health and social care settings, allowing for authentic assessment and effective formative feedback to facilitate your success
- Are matched to specific module content and outcomes
- Self and peer assessment to facilitate critical reflection and to support active learning
- Provide a structure for scaffolding learning, building upon knowledge and understanding as you progress. An example of this is the Negotiated Learning in Health and Social Care module which is studied at levels 5 and 6 and which offers an opportunity to tailor your study to your own learning needs and interests at level 5 and build in greater depth and breadth in your academic writing at level 6.
- Encourage you to critically reflect on your knowledge and skills development, in order to develop your ability to make sound professional judgements and to challenge previously held beliefs.

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. The Negotiated Learning in Health and Social Care modules afford you a 'safe space' to pursue an area of personal and professional interest within health and social care in greater depth whilst developing skills in self-directed, independent learning. Your designated subject tutor will provide you with personal tutorial support and assist you in identifying key learning resources related to your area of study.

Induction

Induction takes place during Welcome Week prior to the start of the programme. All foundation year students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programmes who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst your peer group, to familiarise you with the University and introduce you to a range of support services who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. You will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the University, but in addition foundation year students will receive dedicated support from the level 3 Student Transition Advisors. also be supported by their subject area lead.

Transitioning to level 4: Progressing students will not be required to attend all induction activities at level 4, but will be invited to activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition, the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

Personal Tutoring

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 through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Regular contact will enable you to address your personal development needs. Your PT will signpost you to appropriate members of the team, or specific sources of information as appropriate. Please find the full Policy document here: -

<https://my.cumbria.ac.uk/media/MyCumbria/Documents/PersonalTutorPolicy.pdf>

Personal Development Planning

Personal Development Planning is an intrinsic part of this programme and a key function of your Personal Tutor. Their role is to support you to identify and meet your personal and professional learning and development needs.

Library Services and Academic Skills

The Library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online 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 on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[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 your transition into university and to start to develop the academic skills that will help them become successful students. library, academic and digital skills that will help you become successful students. Learning at university, academic writing and referencing are key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

[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 (2nd and 3rd 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.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

Student Support Services

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)

- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

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 [IT 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 [IT Services 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.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Curriculum Map: Full Time					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
3	UNIF3003	Essential University Skills 1	20	Compulsory	FK1, FK2, FS1
3	UNIF3004	Essential University Skills 2	20	Compulsory	FK1, FK2, FS1
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	FK1, FK2, FS2
3	UNIF3014	Professional Practice in the Community	20	Compulsory	FK1, FS1, FS3
3	UNIF3012	Mental Health and Wellbeing	20	Compulsory	FK2, FS2
3	UNIF3019	Human Anatomy and Physiology	20	Compulsory	FK2, FS2
4	HESC4000	Developing Academic Writing and Reflective Practice	20	Compulsory	K1, K3, K4 S1
4	HESC4001	Introduction to Health and Well-being	20	Compulsory	K1, K2 S1, S3
4	HESC4002	Personalisation in Health and Social Care	20	Compulsory	K2, K3 S2, S3
4	HESC4003	Development through the Life Course	20	Compulsory	K1, K3 S1, S3
4	HESC4004	Values and Principles of Health and Social Care	20	Compulsory	K2, K4 S1, S2, S3

4	HESC4005	Social and Political Influences on Policy and Practice	20	Compulsory	K1, K2, K3, K4 S1, S2, S3
5	HESC5000	Introduction to Advancing Mental Health across the Healthcare Spectrum	20	Compulsory	K5, K7 S4, S5, S6
5	HESC5001	Psychology for Health and Social Care	20	Compulsory	K6, K7 S5, S6
5	HESC5002	Equality, Diversity and Equity in Practice	20	Compulsory	K5, K7 S5, S6
5	HESC5003	Duty of Care – Principles and Implementation	20	Compulsory	K5, K6, K7 S4, S5, S6
5	HESC5004	Leadership and Change	20	Compulsory	K5, K6 S4
5	HESC5009	Researching and Evaluating Practice	20	Compulsory	K5,K6,K7 S4,S5,S6
6	HESC6004	Applied Critical Evaluation for Evidence Based Practice	20	Compulsory	K8, S7, S8, S9, S10, S11
6	HESC6005	Collaborative Working	20	Compulsory	K8, K9, K10, K11 S7, S8, S9, S10, S11
6	HESC6002	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	20	Compulsory	K8, K9, K10, K11 S7, S8, S9, S10, S11

6	HCPD6057	Managing Self and Others	20	Compulsory	K8, K9, K10, K1, K12 S7, S8, S9, S10, S11, S12
6	HLLY6009	Extended Professional Practice Report: Dissertation	40	Compulsory	K3, K6, K11, K12, S1, S4, S12

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme

Completion of your integrated foundation year (level 3) does not confer automatic acceptance onto a professional health programme of your choice, you will have to meet the entry requirements (including a DBS mentioned above) and pre-requisites for the professional programme as these will be governed by professional body requirements. These include passing the year with a mean mark of over 50% programme dependant, passing module UNIF3014, and completing a successful interview.

If you have passed all your modules at Level 3 and wish to transfer to another integrated foundation programme for Level 4 study, this may be considered. In these circumstances, normal university procedures apply and, provided that you meet the entry requirements and any pre-requisites for the alternative programme, then a transfer may be considered subject to space being available on that programme.

* Key to Module Statuses

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).

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative Assessment Deadline
		Sept – Dec Jan – May June – Aug		
UNIF3003	Essential University Skills 1	Sept - Dec	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Jan - May	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3010	Contemporary Issues and the Media	Sept - Dec	Written Assignment (40%) Set Exercise (DVD News Report) (60%)	Mid Semester 1 End Semester 1
UNIF3012	Mental Health and Wellbeing	Sept - Dec	Written Assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3014	Professional Practice in the Community	Jan - May	Portfolio (100%)	Mid-End Semester 2
UNIF3019	Human Anatomy and Physiology	Jan - May	Portfolio (60%) Written Exam (40%)	Mid-End Semester 2 End Semester 2
Students exiting at this point with 120 credits would receive a FdCert Health and Social Care				
HESC4000	Developing Academic Writing and Reflective Practice	Sept - Dec	Portfolio	January

HESC4001	Introduction to Health and Well-being	Sept - Dec	Oral presentation	January
HESC4002	Personalisation in Health and Social Care	Jan - May	Written assessment	May
HESC4003	Development through the Life Course	Jan - May	Written assessment/oral presentation	May
HESC4004	Values and Principles of Health and Social Care	Sept - Dec	Oral presentation	January
HESC4005	Social and Political Influences on Policy and Practice	Jan - May	Written assessment	May
Students exiting at this point with 240 credits would receive a CertHE Health and Social Care with Integrated Foundation Year				
HESC5000	Introduction to Advancing Mental Health across the Healthcare Spectrum	Sept - Dec	Written assessment	January
HESC5001	Psychology for Health and Social Care	Sept - Dec	Written assessment	January
HESC5002	Equality, Diversity and Equity in Practice	Sept - Dec	Portfolio	January
HESC5003	Duty of Care – Principles and Implementation	Jan - May	Written assessment	May
HESC5004	Leadership and Change	Jan - May	Report	May
HESC5009	Researching and Evaluating Practice	Jan – May	Oral Assessment / Presentation Report	May
Students exiting at this point with 360 credits would receive a DipHE Health and Social Care with Integrated Foundation Year				

HESC6004	Applied Critical Evaluation for Evidence Based Practice	Sept - Dec	Portfolio	January
HESC6005	Collaborative Working	Sept - Dec	Portfolio	January
HESC6002	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	Jan - May	Portfolio	May
HCPD6057	Managing Self and Others	Jan - May	Written assessment	May
HLLY6009	Extended Professional Practice Report: Dissertation	Year-long	Portfolio	May

Students exiting at this point with 480 credits would receive a BSc (Hons) Health and Social Care with Integrated Foundation Year

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations, Academic Procedures and Processes and Curriculum Design Framework.

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Level 3 Management Group
- Academic Strategy and Planning Committee (parent committee)

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.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

Date of Programme Specification Production:

January 2020

Date Programme Specification was last updated:

April 2024

For further information about this programme, refer to the programme page on the University website

The following information has implications for potential international applicants who require a Student Visa to study in the UK

Is the placement requirement more than 50% of the programme?	N/A
If yes, what % of the programme is the placement requirement?	N/A
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	N/A