

# Programme Specification

<b>Programme Title and Name of Award</b>	BSc (Hons) Children & Young People's Health and Wellbeing with Integrated Foundation year		
<b>Academic Level</b>	6	<b>Total Credits</b>	480
<b>Professional Qualifications / Accreditation</b>	Accredited by the Royal Society for Public Health (RSPH), eligibility to apply for Graduate Membership		
<b>Date of Professional Body Accreditation</b>	Royal Society for Public Health (RSPH)	<b>Accreditation Period</b>	Open ended approval
<b>UCAS Code</b>	L512		
<b>HECoS Code</b>	100655		
<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:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/children-and-young-peoples-health-and-wellbeing/integrated-foundation-year/">https://www.cumbria.ac.uk/study/courses/undergraduate/children-and-young-peoples-health-and-wellbeing/integrated-foundation-year/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Institute</b>	Health		
<b>Programme delivered in conjunction with</b>	Not applicable		
<b>Principal Mode of Delivery</b>	Face to Face		
<b>Pattern of Delivery</b>	Full Time and		
	Total weeks of study:	24 weeks	
	Delivery pattern:	2x 12 week semesters	
	Standard semester dates:	Yes	
<b>Delivery Site(s)</b>	Fusehill Street, Carlisle Bowerham Road, Lancaster		
<b>Programme Length</b>	Full Time: 4 years standard, 7 years maximum		

<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>Foundation Certificate Education Social Science (120 credits)</p> <p>Certificate of Higher Education Children &amp; Young People’s Health and Well Being (240 credits)</p> <p>Diploma of Higher Education Children &amp; Young People’s Health and Well Being (360 credits)</p> <p>BSc Children &amp; Young People’s Health and Well Being (420 credits)</p>
<b>Period of Approval</b>	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:</p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/children-and-young-peoples-health-and-wellbeing/integrated-foundation-year/">https://www.cumbria.ac.uk/study/courses/undergraduate/children-and-young-peoples-health-and-wellbeing/integrated-foundation-year/</a></p>	

<b>Cumbria Graduate Attributes</b>
<p>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:</p> <ul style="list-style-type: none"> <li>• Enquiring and open to change</li> <li>• Self-reliant, adaptable and flexible</li> <li>• Confident in your discipline as it develops and changes over time</li> <li>• Capable of working across disciplines and working well with others</li> <li>• Confident in your digital capabilities</li> <li>• Able to manage your own professional and personal development</li> <li>• 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</li> <li>• A leader of people and of places</li> <li>• Ambitious and proud</li> </ul>

<b>Programme Features</b>
<p>This degree programme in Children &amp; Young People’s Health &amp; Well Being provides you with the opportunity to achieve a nationally recognised academic award that has been designed to meet your needs, as well as the professional title/award Social Prescriber (SP) (L3). The key knowledge, understanding and experiences gained throughout the programme are structured to enhance employability within a sector that is experiencing continued growth.</p> <p>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</p>

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.

The programme is designed to equip you with academic, research, analytical and problem solving skills ideally suited for a range of careers and career as part of a multi-agency team or working with the public sector. Children & Young People's Health & Well Being 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 [LTA] 2017-22). 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.

The programme is taught by a team of experienced tutors whose expertise combines their academic specialisms and contemporary work, with their professional backgrounds in this sector and their ongoing community work. Tutors have experience working, often at senior levels in areas such as teaching, youth work, community work, social work, family support, politics. Staff are also involved in a range of current community-based interventions including, for example: mental health training; suicide prevention; arts-based work with young people; outdoor learning projects; running foodbanks and affordable food hubs; working with young homeless people; supporting refugee groups; anti-racist campaigning; LGBTQ+ support; working with vulnerable women, often victims of domestic abuse.

Focussing on the knowledge and skills required for your employment, the curriculum accommodates the latest contemporary national and global developments within the field, 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.

As part of this course there is an opportunity to complete the level 3 certificate in social prescribing which is affiliated by the Royal Society for Public Health (RSPH). To gain this award you must complete 2 modules in year 1 (level 4) and 2 modules in year 2 (level 5). These are planned into the programme delivery and can only be completed at set points on the course. In addition to this you will complete a placement and a qualificatory practice unit (QPU). If the 4 modules are passed successfully with the placement a portfolio of work will be submitted at the end of year 2 to claim the level 3 award. You can complete the degree without this award and gain the academic award without the professional qualification.

In year one (**Level 4**) you are required to complete 120 credits in the form of four shared modules and two specialist modules, each module is worth 20 credits. In addition one of the modules you will take will have 100 hours to complete in placement, this is a compulsory element to achieve the Social Prescribing award alongside the degree. Once all six modules are complete you can exit with a Certificate in Higher Education but will not be eligible for the social prescribing award. If the placement is not completed or passed then you can transfer on to the non professional route and complete the degree without the professional award. Both placements are compulsory in level 4 and 5 to be eligible for the professional award.

In year two (**Level 5**) you are again required to complete 120 credits in the form of four shared modules and two specialist modules, each module is worth 20 credits. In addition one of the modules

you will take will have 100 hours to complete in placement, this is a compulsory element to achieve the Social Prescribing award alongside the degree. After successfully completing year one and year two you are able to exit with a Diploma in Higher Education. If you have completed 200 hours placement and the placement tasks you can be awarded the L3 Social Prescribing award.

In year three (**Level 6**) you are required to complete 120 credits in the form of four shared 20 credit modules and one dissertation module worth (40 credits). The double module is the dissertation module which is your opportunity to design, execute and report on a challenge in practice or the service that particularly interests you. If you have completed 300 credits you can exit with a pass degree without honours. If you have completed 300 credits and the 200 hours placement as well as the placement tasks you can exit with a pass degree and the L3 social prescribing award. If you complete 360 credits successfully you can gain a degree with honours. If you complete 360 credits and the placement hours and task you will also exit with the L3 social prescribing award.

### Programme Learning Outcomes

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

1. Provide a supportive and responsive learning environment that will enable students with different experiences to develop a flexible and transferable skill set
2. Engage students with a variety of learning experiences that build on skills and knowledge at each of the three levels of the course to facilitate the development of a critical understanding of the nature of social prescribing;
3. Develop person centred thinking to produce competence in methodological and analytical decision making;
4. Provide opportunities to learn about a range of career pathways;
5. Ensure that students reflect and meet the requirements stipulated to be an effective and successful social prescriber.
6. Provide a programme that meets subject benchmark thresholds for First Qualifications in Health;
7. Engage students in decolonised contemporary debates with an emphasis on developing analytical skills that enable robust evidenced based theoretical challenge;
8. Prepare students for Level 7 (postgraduate) study or for employment

### 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 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.

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 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:

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

**FK1.** An understanding of the academic, personal and professional skills needed to succeed in higher education (Level 3)

**FK2.** Effective problem solving skills for working with people across a range of contexts (Level 3)

**FK3.** 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:**

**K1.** A broad 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 Well Being, in order to plan and execute a piece of independent work.the basis of your empirical dissertation.

**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 an 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. (communication, IT, literacy, numeracy, reflection, active listening, negotiation skills, decision making, problem solving and critical thinking).

**S13.** Design and conduct an extensive piece of independent empirical research using appropriate psychological methods and techniques. Present and critically evaluate the findings from the research adopting evidence-based reasoning to examine pertinent practical, theoretical and ethical issues.

### 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).

QAA Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.pdf>

CBI (2009) Future Fit Report Graduate employability.

[http://www.cbi.org.uk/media/1121435/cbi\\_uuk\\_future\\_fit.pdf](http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf)

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

## **Graduate Prospects**

All graduates undertaking this programme will find it valuable in future careers within a range of sectors. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. These sectors can include education, social care, health and well-being, working with young people, the criminal justice system and many more. This provides you with a wide range of job opportunities where you will find the content and skills developed on this programme will be useful. Our recent graduates from our pathways tell us that they enjoy working in a number of professions including working with children and young people, working within mental health settings, engaging in further research training (e.g., doctoral study), research assistant work, project managers and working within the criminal justice system (e.g., probation, victim support and prison services). Within this programme, we offer a range of teaching and assessment activities that allow you to develop a wide range of skills and subject content.

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

### **Learning and Teaching**

A variety of teaching and learning methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning. A key part of this is that the programme is designed with shared modules with other similar degree courses such as health and social care and youth work, this means the learning environment can reflect that of a the work place drawing on a multi agency team response giving learners a unique opportunity to share practice collaboratively. Over the course of your studies, you will be taught in a variety of formats which may include:

**Lectures:** a formal method of teaching where the lecturer provides a presentation or talk, often to a large group of students, on a specific subject.

**Seminars:** an informal teaching situation which tends to be a mixture of tutor-led and student-led discussion. Students will be expected to make a contribution to the issues being discussed. Seminars are often linked to lectures and offer you an opportunity to apply and discuss the ideas and concepts introduced in lectures.

**Tutorials:** another form of small group, informal teaching that is student-oriented and often student-led. Like the seminar, tutorials involve a two-way relationship between tutor and students.

**Practical Work:** In different subject areas, students are likely to undertake practical work such as laboratory sessions, field trips, clinical skills, design work and performance.

**Blackboard:** the virtual learning environment will be used to provide you with information, resources, lecture notes and interactive activities. Blackboard is a vital and useful resource for staff and students, and engaging with Blackboard is as much a part of your studies as attending lectures and tutorials. You should check the Blackboard sites you are enrolled onto on a regular basis

Graduate Attributes



By studying the BSc (Hons) Children & Young People's Health & Well Being you will not only be gaining extensive theoretical knowledge of your chosen topic of study, you will also be developing a range of relevant transferrable skills which you can use to gain work during and after your study. Completion of your programme will contribute to professional development and career progression. These skills include: An ability to assess need and prioritise referrals, Work and respond effectively in a changing environment. A good knowledge of social policy and legislation that shapes the ecology of them as practitioner as well as the world around the individuals the practitioners will be working with. They will be an effective communicator and be able to effectively prioritise and organise.

### **Learning and Teaching**

In line with UoC Learning, Teaching and Assessment Strategy 2017-22, our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types through a wide range of teaching and learning activities.
- Use learning technology to promote student learning and achievement.
- Provide active learning and social learning opportunities through a range of extracurricular activities offered within the department.
- Embed principles of internationalisation and draw on global perspectives across the range of disciplines covered across the course.
- Embed principles of employability skills development in all modules on the BSc.
- Utilise research informed teaching in a department that includes a range of subject specialists and research active staff.
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning.
- Foster interdisciplinary learning across all our core modules.
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice.
- Use research-informed teaching, drawing on industry-based knowledge and expertise.

This programme has been designed to be flexible, utilising a full range of UoC digital resources and supported communication through learning technology as appropriate. Use will be made of UoC learning technology such as Blackboard Collaborate, Microsoft Teams and Pebblepad and the availability of resources suitable for mobile learning (such as downloadable video's podcasts and associated transcripts, discussion boards, wiki's and blogs). Learning will be based on academic study. Students are actively facilitated to use, apply and integrate their developing knowledge within their employment contexts. In adopting a reflective approach we endorse an enquiring, evaluative style to academic study. Learning and assessment are considered to be interrelated. Everything that the student undertakes – and the products of that learning – are embedded through active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to either further academic progression or their current and future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skill development in their learning and where relevant employment contexts in order to develop their ability to make sound professional judgments.

The BSc follows a series of key principles of teaching and learning and it is important to note that all modules consider formative assessment to be of considerable benefit. The formative work is

developmental in nature and prepares students for the summative assessment work. The tutors will use a variety of learning modes as a feature of all modules, by this we refer to the use of face to face lectures, seminars and workshops online activities. The online activities supplement and support the face to face work that we do. Regardless of whether the face to face work is intensively delivered over days or a weekly commitment, the online activities will serve to prepare, supplement and add value to the learning experience.

### **Promoting learning Partnerships**

The design of the curriculum and the modes of delivery and assessment coupled with our extra curricula programme seek to reflect the ethos of learning partnerships within a learning community context. What this means in real terms is that we seek to involve students in activities that promote engagement with a range of challenges and opportunities that extend beyond the classroom. We achieve this by organising guest speakers, liaising with our professional body, staff- student research participation projects, evening seminars, film clubs, student-staff conferences, critical reading groups, engagement with stakeholders, and through the continued development and nurturance of community links where volunteering and other opportunities arise for our students.

Certain modules present valuable volunteering opportunities, such as Learning Together at HMP Haverigg. Volunteering on this programme of modules usually involves mentoring prisoner students who do not have access to the internet, and therefore the wider reading and opportunities for the same in-depth critical understanding. It is anticipated that student learning mentors would share their knowledge and understanding through discussion with their prisoner mentees. As with all volunteer opportunities on our programmes, travel costs need to be covered by students opting to volunteer.

Synchronous to this, the programme has been designed to maximise **participation, flexibility and inclusion** and to this end you will be engaged with the University intranet and website from the point of application. In recognition of the need to *"meet the needs of diverse learners and enabling them to succeed in a higher education environment"* the course uses a range of Blackboard and pebble pad tools to allow you and your tutors to collaborate remotely. If you do not have internet access at home you can access materials onsite or from any public internet provider.

### **Employability (academic, professional and graduate skills)**

There is a particular emphasis in the course on employability using volunteering in appropriate placements as a vehicle for employability skill development. The work experience module is a formal opportunity to explore and evidence this skill development. To provide you with the opportunities to compete effectively at the next stage of your career, the team actively promote volunteering and have made a variety of links in the local community to support you to take up these opportunities. This philosophy is in keeping with the University Strategy (*"Providing learning opportunities that enhance employability, build capability for employment and contribute to the regeneration of Cumbria and the region"*).

### **Internationalisation of the curriculum**

In keeping with our context, UK based laws, policies and regulations do dominate some parts of the curriculum however it is important to acknowledge the internationalisation and decolonisation of our curriculum. Throughout the programme we reflect and make comparisons across and within cultures and geographical locations drawing on theory, research, policy and practice from across the globe. Whilst this is explicitly evidenced in some of our modules. Internationalisation and decolonisation is a central feature of our module design as would be expected on a course that teaches and assesses critical thinking and reflection on human behaviour and experience.

### **The delivery and assessment of teaching and learning**

The teaching and learning strategy is developmental and cumulative and as such includes formative (opportunities to practice new skills) and summative assignments (assessments that contribute to

your progression through the programme). These assessments are structured to promote self-efficacy, confidence and enhance performance.

The delivery of the programme is varied and increasingly innovative. Student participation is considered synonymous with success and attendance is closely monitored. We have an expectation that attendance will be 100% and a failure to attend will be followed up by personal tutors. Non-attendance is a breach of the [Student Code of Conduct](#) (B1) and will be monitored and followed up using adjudication processes should the need arise.

The key aim for all assessments in the programme is to enable you to demonstrate that you have achieved the intended learning outcomes of the programme and each contributory module. The assessment strategy also seeks to:

- facilitate your learning experience through a varied range of assessment methods
- develop assessment skills that foster independent and reflective learning
- encourage engagement in group activities and private study
- foster a range of generic and key skills

All assessments occur during or upon completion of modules, and will include a range of both summative and formative tasks (see below). Marks are awarded for assessments within each module and aggregated to identify a module mark. These module marks remain provisional until confirmed by the appropriate Assessment Board. The programme is designed on a 'credit accumulation and transfer' basis, where transfer from one level to the next is conditional on accumulating the required credit for each level (normally 6 modules x 20 credits = 120 credits/level).

### **Methods of assessment**

The assessment throughout the programme will include a blend of typical assessment activities such as written assignments, unseen in-class tests, presentations and reports, alongside innovative and employability focused tasks such as case study analysis, problem based activities and reflective logs. These methods are chosen to encourage knowledge development, practitioner skills, and a range of transferable and professional capabilities

### **Forms of assessment**

In each module, you have the opportunity to engage in summative and formative assessments.

**Summative** assessment refers to work submitted for module and programme credit, and is used to assess whether you have achieved the relevant learning outcomes in a module. Summative assessment is captured in the overall mark awarded for each module. **Formative** assessments occur in each of the modules to scaffold future summative assessments.

**Indicative Range of Assessment Methods:** The breadth of assessment methods acknowledges that graduate and employability skills are many and varied and so you need opportunities to develop, practice and be assessed on as full a range of skills as possible. The traditional methods (e.g. essay) are supplemented by ecologically valid methods (portfolio, case analysis, intervention design and evaluation, multi-agency style meeting planning and execution) for the workplace. Some examples of the assessment styles used on the programme are tabulated below:-

- Academic essay
- Case analysis
- Literature review
- Research reports (qualitative , quantitative and mixed methods)
- Reflective Accounts (debates, meetings, research techniques)
- Portfolio of analyses (qualitative and quantitative exercises)

- Academic Poster and conference style presentation
- Web page design/ podcast production
- Dissertation
- Problem based learning activities
- Intervention design and evaluation
- Oral Presentation conference style
- Online assessment
- Academic debates
- Research proposal
- Objective tests

## 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.

### Initial and ongoing induction

An undergraduate induction is timetabled for the week before the programme delivery starts. The Induction week includes a series of bespoke sessions on information literacy (appropriate for undergraduate students), library induction, study skills and time management sessions.

### 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.

**Personal Development Portfolio** all students have the opportunity to complete a PDP this is a facilitated process and is embedded within the course and available through Pebblepad.

### Tutorials

Within the programme there are opportunities for individual and group tutorials embedded. However, you are encouraged to book appointments if and when you feel in need of some support.

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 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. On arrival at the university to commence the course one of the first things we do is allocate you a personal tutor. Your personal tutor is an academic member of staff team. The personal tutor role is to support you across the provision, help you manage some of the challenges that academic study often brings, serves as a point of contact for you irrespective of the modules you are studying and will signpost you to additional support services if required and/or opportunities that may be of interest to you. Tutorials may take place online, via the telephone or face to face.

### **Library Services and Academic Skills**

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. Additional skills support for students is offered via:

- [Workshops](#)
- Email: [skills@cumbria.ac.uk](mailto:skills@cumbria.ac.uk)
- [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 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.

### **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.

### **Student Support Services**

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

[UoC Active](#): Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.



**International Student Support:** Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: [intss@cumbria.ac.uk](mailto:intss@cumbria.ac.uk)

**Money Advice:** The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

**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](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **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](http://www.ucsu.me/support).

<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>
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 in the media	20	Compulsory	FK1, FK2, FS2
3	UNIF3012	Mental Health and Well being	20	Compulsory	FK1, FK2, FS3
3	UNIF3014	Professional Practice in the Community	20	Compulsory	FK1, FK2
3	UNIF3020	Families Communities and the criminal justice system	20	Compulsory	FK1, FK2
4	HESC4000	Developing Academic Writing and Reflective Practice	20	Compulsory	K1,K3,K4 S1,S4
4	HESC4001	Introduction to Health and Well-being	20	Compulsory	K1,K2 S1,S3
4	HESC4003	Development through the Life Course	20	Compulsory	K1,K3 S1,S3
4	CYHW4000	The Core Principles and concepts of Social Prescribing	20	Compulsory	K1,K2, K3 S1, S2,
4	CYHW4001	The Wider Implications of Health Inequality	20	Compulsory	K1,K2, K3,K5,K7 S1,S5,S6,
4	HESC4005	Social and Political Influences on Policy and Practice	20	Compulsory	K1,K3



Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status	Programme Outcomes achieved
					S1,S3
4	CYHW9000	Social Prescribing Placement 1	Qual	Core	K4, K5,K6 S1,S2, S3
Academic Level	Module Code	Module Title	Credits	Module Status	Programme Outcomes achieved
5	HESC5000	Introduction to Advancing Mental Health across the Healthcare Spectrum	20	Compulsory	K5,K7 S4,S5,S6
5	HESC5002	Equality, Diversity and Equity in Practice	20	Compulsory	K5,K7 S5,S6
5	HESC5007	Negotiated Learning	20	Compulsory	K5,K6,K7 S4,S5,S6
5	CYHW5000	Theories of behaviour change, principles of motivational techniques and their application to personalised care	20	Compulsory	K1,K6 S1,S2, S3,
5	CYHW5001	Conduct a personalised care consultation	20	Compulsory	K5, K7, S5,S7,S10,S11
5	HESC5004	Leadership & Change	20	Compulsory	K5, K7, S5,S7
5	CYHW9001	Social Prescribing Placement 2	Qual	Core	K4, K5,K6

<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>
					S1,S2, S3 S11,S12
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status</b>	<b>Programme Outcomes achieved</b>
6	HESC6005	Collaborative Working	20	Compulsory	K8,K9,K10,K11 S7,S8,S9,S10,S11
6	HCPD6057	Managing Self and Others	20	Compulsory	K8,K9,K10,K11,K12 S7,S8,S9,S10,S11,S12
6	HESC6006	Advanced Negotiated Learning	20	Compulsory	K8,K9,K10,K11,K12 S7,S8,S9,S10,S11,S12
6	HESC6002	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	20	Compulsory	K8,K9,K10,K11 S7,S8,S9,S10,S11
6	HLLY6009	Extended Professional Practice Report: Dissertation	40	Compulsory	K8,K9,K10,K11,K12 S7,S8,S9,S10, S11, S12,S22
<p><b>Notes: Module pass mark: 40% (Undergraduate)</b></p> <p><b>Please see the Academic Regulations, Section G for guidance on progression and the carrying of fails.</b></p> <p><b>Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme</b></p>					

**\* Key to Module Statuses**

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).
Qual	Students wishing to complete the RSPH award must complete the qualificatory placements and pass in the aligned years 4 and 5. If this is not complete the student can continue with the degree but without a professional statutory and regulatory body (PSRB)

## Core Modules for Social Prescribing

Module Code	Title	Year of Delivery	Credit Value
CYHW4000	The Core Principles and concepts of Social Prescribing	1	20
CYHW4001	The Wider Implications of Health Inequality	1	20
CYHW9000	Social Prescribing Placement 1	1	Q
CYHW5000	Theories of behaviour change, principles of motivational techniques and their application to personalised care	2	20
CYHW5001	Conduct a personalised care consultation	2	20
CYHW9001	Social Prescribing Placement 2	2	Q

<b>Programme Delivery Structure - Full Time (FT)</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>		<b>Method(s) of Assessment</b>	<b>Indicative week number of Summative Assessment Deadline</b>
		<b>Sept – Dec</b>	<b>Jan – May</b>		
HESC4000	Developing Academic Writing and Reflective Practice	Sept - Dec		Portfolio	End of semester Week 12 of Module
HESC4001	Introduction to Health and Well-being	Sept - Dec		Oral assessment/presentation	End semester Assessment Weeks
HESC4003	Development through the Life Course	Jan - May		Written assignment / Oral presentation	Assessment Weeks
CYHW4000	Core Principles and concepts of Social Prescribing	Jan - May		Report	Week 12 of Module
CYHW4001	The Wider Implications of Health Inequality	Sept - Dec		Project	Assessment Weeks
HESC4005	Social and Political influences in poly and practice	Jan - May		Written assessment	Assessment weeks
CYHW9000	Social Prescribing Placement 1	Jan - May		Placement Visit and Report	Assessment Weeks
<b>Students exiting with 240 credits would receive a CertHE</b>					
HESC5000	Introduction to Advancing Mental Health across the Healthcare Spectrum	Sept - Dec		Written assignment	Assessment Weeks
HESC5002	Equality, Diversity and Equity in Practice	Sept - Dec		Portfolio	Week 12 of the Module

HESC5007	Negotiated Learning	Jan - May	Written assignment	Assessment Weeks
HESC5004	Leadership & Change	Jan - May	Report	Assessment weeks
CYHW5000	Theories of behaviour change, principles of motivational techniques and their application to personalised care	Sept - Dec	Written assignment	Assessment Weeks
CYHW5001	Conduct a personalised care consultation	Jan - May	Project Work	Assessment Weeks
CYHW9001	Social Prescribing placement 2	Jan - May	Placement Visit and Report	Week 12 & Assessment Weeks
<b>Students exiting with 360 credits would receive a DipHE</b>				
HESC6005	Collaborative Working	Sept - Dec	Portfolio	Assessment Weeks
HCPD6057	Managing Self and Others	Jan - May	Written assignment	Assessment Weeks
HESC6006	Advanced Negotiated Learning	Year-long	Written assignment	Early Spring semester
HESC6002	Contemporary Approaches and Fundamental Principles of Safeguarding across the Lifespan	Jan - May	Portfolio	Week 11
HLLY6009	Dissertation	Year	10,000 words Portfolio	Week 11
<b>Students exiting with 480 credits would receive a BSc (Hons)</b>				

## Exceptions to Academic Regulations

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

## 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
- Staff-Student Forum Meetings (SSFs)
- Student Voice Year Group Forums
- Module Assessment Boards
- University Assessment Board
- Student Success and Quality Assurance 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
- Student Voice Year Group Forums
- Online Forums (Blackboard etc)
- Personal Tutor meetings with feedback to Module and Programme Leads
- Informal discussion with students
- Career pathways and post graduate opportunities are wide and varied and so we garner feedback at all possible opportunities on our student skill sets, their currency in the workplace and their preparedness for progression, this data is collected via a number of routes:
- Stakeholder engagement via e-communications with postgraduate providers and potential employers from a small range of settings.
- We have ongoing relationships with voluntary work experience providers, on-going relationships with current employers and extensive professional networks, feedback from these sources on developments in the field,

	performance of our students and their employability skill sets and the readiness of employers and other institutions to accept our graduates all informed the redesign of the programme.
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<b>Date of Programme Specification Production:</b>	April 2022
<b>Date Programme Specification was last updated:</b>	October 2022

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

<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>	N/A
<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>	200 hours