

Programme Specification

Programme Title: FdA Health Care

Awarding Institution:	University of Bolton		
Teaching Institution:	Bury College		
Division and/or Faculty/Institute:	Off Campus Division/Health and Community Studies		
Professional accreditation	Professional body	Professional body URL	Status of graduates
Final award(s):	FdA		
Interim award(s)			
Exit or Fallback award(s)	Cert HE Health Care		
Programme title(s)	Health Care		
UCAS Code	L550/FdA/HLTCAR campus code Y		
JACS Code	L550		
University Course Code(s)			
QAA Benchmark Statement(s)	Foundation Degree Qualification Benchmark		
Other internal and external reference points	<p>QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice</p> <p>UK Quality Code for Higher Education</p> <p>University of Bolton awards framework</p>		
Language of study	English		
Mode of study and normal period of study	<p>Full time – 2 years</p> <p>Part time – 3 years</p>		
Admissions criteria			

The required number of UCAS points, as indicated on the Programme Information web pages of the University's website, should have been awarded from at least one, preferably two, A levels (or equivalent). You should also have five GCSEs at grade C or above (or equivalent) including English.

BTEC Extended Diploma at grade MPP in a health related project

The College will also consider applicants who have passed a Kitemarked Access to Higher Education course

Applications from mature students without the required entry qualifications will be considered.

Applicants may be interviewed and required to complete a diagnostic essay.

Additional admissions matters

Enhanced CRB clearance required.
There may be extra charges for work experience uniforms and additionalities.

Fitness to practise declaration

Not applicable

Aims of the programme

The principal aims of the programme are:

1. To equip you with a base of knowledge relevant to Health Care and the methodology of its application.
2. To equip you with a range of practical experiences relevant to Health Care.
3. To equip you with a base of knowledge and practical experiences to allow progression onto a full degree course in a relevant area.
4. To develop an awareness in the application of a range of qualitative and quantitative methods used in Health Care research.
5. Demonstrate a positive disposition towards, and the skills for, life-long learning and Personal Development Planning

Distinctive features of the programme

Opportunities to gain certified additionalities relevant to working in health care.
Work placements providing up to date and current experience in a variety of settings relevant to chosen career goals. These settings include, for example,
Primary Care
Social Work

Brain Injuries

Early years

Older Adults

Students will have the opportunity to work with lecturers who have professional backgrounds in a variety of health care professions.

Programme learning outcomes

K. Knowledge and understanding

On completion of the programme successful students will be able to demonstrate systematic knowledge and understanding of:

1. The principles and theories of effective health care across different UK populations.
2. The ethical and moral issues faced by professionals in health care and the responses.
3. The role of the health care practitioner in providing effective, person-centred health care.
4. The vocational context of health care.
5. The design, implementation and evaluation of research.

C. Cognitive, intellectual or thinking skills

On completion of the programme successful students will be able to demonstrate the ability to:

1. Demonstrate an awareness of the capacity for critical reasoning and analysis.
2. Interpret appropriate data and research findings.
3. Discriminate between and evaluate theories.
4. Apply health care theory and principles to the evaluation and solution of problems and issues.

P. Practical, professional or subject-specific skills

On completion of the programme successful students will be able to demonstrate the ability to

1. Communicate effectively with a variety of audiences (peers/colleagues, clients, health care professionals).
2. Implement care plans and evaluate the effectiveness at regular intervals.
3. Contribute towards and work as part of a multiple disciplinary team.
4. Meaningfully present information in a variety of forms.
5. Demonstrate a responsible attitude toward your personal, academic and career development (PDP).

T. Transferable, key or personal skills

On completion of the programme successful students will be able to demonstrate the ability to:

1. Learn and investigate.
2. Communicate effectively in formal and informal environments using a variety of means.
3. Self-manage.
4. Apply numerical and quantitative skills.

5. Competently use information technology.
6. Work independently or as part of a group.
7. Be socially, publicly and ethically responsible.

Programme structure

The structure of the modular scheme as a whole is described fully in the Assessment Regulations for Undergraduate Modular Programmes (Main Document), which can be accessed via the following web link:

<http://www.bolton.ac.uk/Quality/QAECContents/APPR/Home.aspx>

In order to qualify for a Foundation Degree, you are required to obtain 240 credits. This comprises 120 credits at each of levels 4 and 5. Each of these levels equates to one year of a full time programme. Normally, you would need to complete each level before being allowed to undertake modules from the next.

All modules have a 20 credit value, last for one trimester, with the exception of the work experience module, and usually involve three to four hours of scheduled teaching per week. Please note that you are expected to do a significant amount of guided independent study for all modules in addition to this scheduled teaching.

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
HCA4001	Interpersonal Communication Skills	C	20	1
HCA4002	Anatomy and Physiology for Health Care	C	20	1
HCA4003	Introduction to Caring for Individuals Across the Lifespan	C	20	1
HCA4004	Psychology and Health	C	20	1
HCA4005	Sociological Perspectives in Health	C	20	1
HCA4006	Promoting Health	C	20	1
HCA5001	Ethical and Moral Dilemmas in Health Care	C	20	1
HCA5002	Physical Health	C	20	1
HCA5003	Mental Health	C	20	1
HCA5004	Planning Care	C	20	1
HCA5005	Work Experience (Health Care)	C	40	1

Learning and teaching strategies

A variety of teaching and learning methods is employed throughout the programme in order to ensure the acquisition and development of appropriate concepts, knowledge and skills and achievement of the stated learning outcomes. Some of these will be experienced during formally timetabled classes with a module tutor; others may be adopted personally to facilitate your own learning.

It is important to realise that the time spent with a tutor during formally scheduled learning and teaching activities is only a small part of the learning time identified for a module. In addition to this time a significant amount of time is spent in guided independent study. This independent study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments or revising for examinations.

A variety of teaching and learning methods provide access to learning to meet a wide range of learner needs and are aimed at widening participation amongst learners to avoid exclusion and develop learner skills in academic studies, the workplace and personal life situations. The methods employed include: lectures; workshops; tutorials (group and individual); guest speakers; work experience in the form of a period of a managed work placement; development of employability skills; information literacy skills development; and personal development planning (PDP) which logs in particular all the work experience activities completed. However individual tutors are free to introduce techniques that they view as especially suitable in aiding learning in their specialist area. The learning and teaching strategy for each individual module is detailed in the module guides that you will receive at the beginning of each semester

Learning activities (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Scheduled learning and teaching activities	24	19					
Guided independent study	76	69					
Placement/study abroad	0	12					

Assessment strategy

The assessment strategy for the programme is designed to ensure that you achieve the overall aims and learning outcomes of the programme, as well as the learning outcomes for individual modules.

Assessment serves several functions. The obvious and primary function is to evaluate your achievement. However, assessment also serves to help you organise and develop your learning. Feedback from assessment serves an important educational function and can help you develop your skills and understanding of your own strengths and weaknesses.

The types of assessment you will be required to complete fall into two general categories, formative and summative.

Formative assessments are activities that do not contribute to your overall module grade. They are however an integral part of the learning strategy for a module and you are required to complete them. They will be marked and you will receive feedback on your level of achievement.

Summative assessments are those assessment activities for which the marks will contribute to the overall module grade. You will also receive feedback on these assessments so that you will know what you have done well and where you can improve.

Many different forms of assessment are employed on the programme. For both formative and summative purposes, the major forms are: coursework (usually essays); practical project reports; design and analysis assignments; case studies; oral presentations; and examinations.

Assessment methods (KIS entry)

	Course Year						
	1	2	3	4	5	6	7
Written exams	8	10					
Coursework	50	80					
Practical	42	10					

Assessment regulations

- Assessment Regulations for Undergraduate Modular Programmes

Grade bands and classifications

Grade Description

Work of exceptional quality	Dist	70+
Work of very good quality	Merit	60-69
Work of satisfactory quality	Pass	40-59
Borderline fail		35-39
Fail		Below 35

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process. Students will be able to view external examiner reports on the relevant FdA Health Care module site.

Support for student learning

- The programme is managed by a Course Manager
- An induction programme introduces the student to Bury College, the University of Bolton and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) is integrated into all programmes
- Feedback is given on formative and summative assessments
- Bury College and the University of Bolton support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy is provided
- Library and IT services are available
- The Students' Union advice services is based at the University of Bolton
- Faculty and Programme Handbooks provide information about the programme and Bury College and Bolton University regulations
- There is an opportunity to develop skills for employment
- English language support is offered to International students

Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS) and the Bury College Higher Education survey
- Bury College Annual Self Assessment Report
- Bury College's Higher Education Strategic Management and Quality Group
- Annual quality monitoring and action planning in partnership with the University of Bolton through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- Effective tracking of external examiner reports and the subsequent actions

Other sources of information

Student portal (<http://www.bolton.ac.uk/Students/Home.aspx>)
 Students Union (<http://www.ubsu.org.uk>)
 Faculty or similar Handbook [Off Campus Division Handbook]
 Programme Handbook (add link)
 Student Entitlement Statement
 (<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentServices/AtoZofDownloads.aspx>)
 Module database (http://data.bolton.ac.uk/academicaffairs/view_modulelist.asp)
 Moodle
 External examiners reports
<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

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Learning outcomes map

Module title	Module Code	Status C/O/E	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	T6	T7
Interpersonal Communication Skills	HCA4001	C	DTA	D	DTA			DTA	DTA	DTA	DTA	DTA			D		D	DTA	DTA	DTA	DT	DTA	DT
Anatomy and Physiology for Health Care	HCA4002	C					DTA	D	DTA	DTA	DTA	D			DTA	DTA	DT			DTA	DT		
Intro to Caring for Individuals Across the Lifespan	HCA4003	C	DTA		DTA			DT	DTA	DTA	DTA		DTA			D	DT	DT	DT		DT	DT	DT
Psychology and Health	HCA4004	C	DTA		DTA			DTA		DTA					D	D	DT						
Sociological Perspectives in Health	HCA4005	C	DTA		DTA			DTA	DTA	DTA					D	D	DT		DT		DT	DT	DT
Promoting Health	HCA4006	C			D	DT						DTA			DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA
Ethical & Moral Dilemmas in Health Care	HCA5001	C		DTA	DTA			DTA		DTA	DTA			DT		D	DT	DT	DT		DT	DT	DT
Physical Health	HCA5002	C	DTA		D			DT		DTA	DTA				DT	D	DT	DT	DT		DT	DT	
Mental Health	HCA5003	C	DTA	DTA	DTA		DTA	DT		DTA	DTA				DT	D	DT	DT	DT		DT	DT	DT
Planning Care	HCA5004	C	DT	DT	DTA	DT	D	DT	DTA	DT	DT	D	D		DTA	D	DTA	DTA	DT		DA	DA	DT
Work Experience (Health Care)	HCA5005	C			DTA	DTA		D				DTA		DTA	DTA	DTA	DT	DTA	DTA		DT	DTA	DTA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)

Module listing – FdA Health Care

Module title	Module Code	New? ✓	Level	Credits	Type	Core/Option/Elective	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Interpersonal Communication Skills	HCA4001		4	20	Stan	C		Coursework	60	N	Practical	40	Y
Anatomy and Physiology for Health Care	HCA4002		4	20	Stan	C		Coursework	50	N	Exam	50	Y
Introduction to Caring for Individuals Across the Lifespan	HCA4003		4	20	Stan	C		Practical	40	N	Coursework	60	Y
Psychology and Health	HCA4004		4	20	Stan	C		Coursework	50	N	Practical	50	Y
Sociological Perspectives in Health	HCA4005		4	20	Stan	C		Practical	40	N	Coursework	60	Y
Promoting Health	HCA4006		4	20	Stan	C		Coursework	50	N	Practical	50	Y
Ethical and Moral Dilemmas in Health Care	HCA5001		5	20	Stan	C		Practical	50	N	Coursework	50	Y
Physical Health	HCA5002		5	20	Stan	C		Coursework	50	N	Coursework	50	Y
Mental Health	HCA5003		5	20	Stan	C		Coursework	60	N	Exam	40	Y

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Planning Care	HCA5004		5	20	Stan	C		Coursework	50	N	Coursework	50	Y
Work Experience (Health Care)	HCA5005		5	40	Plac	C		Coursework	40	N	Coursework	60	Y

Bolton Key Core Curriculum requirements

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & contribution	Internationalisation	Environmental sustainability	Social, public and ethical responsibility
Interpersonal Communication	HCA4001	C	DTA	DTA	DTA	DTA	D	DT	DT	DTA	DA	DA	D	D	D	DTA
Anatomy and Physiology for Health Care	HCA4002	C		DTA	D	DTA		DT	DT	DT	DA	DA	D			DTA
Introduction to Caring for Individuals Across the Lifespan	HCA4003	C	DT	DTA	DTA	DTA		DT	DT	DT	D	DA	D		D	DTA
Psychology and Health	HCA4004	C	DT	DTA	DTA	DTA		DT	DT	DT	D	DA	DT			DTA
Sociological Perspectives in Health	HCA4005	C	DTA	DTA	DTA	DTA		DT	DT	DT	D	DA	D	DTA		DTA
Promoting Health	HCA4006	C	DTA	DTA	DT	DTA	DT	DT	D	DTA	D	DA	DT	DTA	DT	DTA
Ethical and Moral Dilemmas in Health Care	HCA5001	C	DT	DTA	DTA	DTA		DT	DT	DT	D	DA	DT	DTA	DTA	DTA
Physical Health	HCA5002	C		DTA	DT	DA		DT	D	DT	D	DA	D			DTA
Mental Health	HCA5003	C		DTA	D	DTA		DT	D	DT	D	DA	D			DTA

Planning Care	HCA5004	C	DT	DT	DT	DTA		DT	DT	DTA	D	DA	D	D	DT	DTA
Work Experience	HCA5005	C	DTA	DTA	DTA	DTA	DT	DTA	DTA	DTA	D	DA	DTA	DT	DTA	DTA

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)