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Programme Specification for FdSc Health and Social Care

This document applies to Academic Year 2024/25 onwards

Table 1 programme specification for FdSc Health and Social Care

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Herefordshire, Ludlow and North Shropshire College
3.	Programme accredited by	*N/A*
4.	Final award or awards	Certificate in Higher Education (CertHE) Foundation Degree (FdSc)
5.	Programme title	CertHE in Health and Social Care FdSc in Health and Social Care
6.	Pathways available and/or Linked Honours Degree progression route/s	BA (Hons) Applied Health and Social Care Top-up BSc (Hons) Child and Adolescent Mental Health Top-up
7.	Mode and/or site of delivery	On campus delivery and Work-based Learning Programme Herefordshire, Ludlow and North Shropshire College.
8.	Mode of attendance and duration	2 years full time for Foundation Degree. 1 year full time for CertHE. Work-based Learning of a minimum of 150 hours per year. Part-time mode of attendance over 4 years
9.	UCAS Code	L511 (FdSc all sites) L513 (CertHE all sites)
10.	Subject Benchmark statement and/or professional body statement	Skills for Care: Health and Social Care Standards (2020) QAA Foundation Degree Characteristics Statement (2020)
11.	Date of Programme Specification preparation/ revision	Approved July 2021. August 2021 – AQU amendments. June 2022 (Apprenticeship related information included) August 2022-AQU amendments July 2023 – annual updates September 2024 – update to add link to University's Fitness to Practise procedures, amendment to teaching institution

12. Educational aims of the programme

Health and social care is a dynamic and multi-dimensional area for study and practice and whatever level of experience students begin this course with, they will be supported to take a critical perspective of the current debates and complexities shaping Health and social care provision in the Twenty First century.

The Foundation Degree (FD) in Health and Social Care is a full time, two-year course enabling students to study at Levels 4 and 5. For students entering the health and social care profession, this course will provide a solid introduction to contemporary issues within health and social care from important perspectives including quality, leadership, service user and employee. The course is designed to enable those with experience to further develop their professional skills and

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expertise to potentially move into management positions or create team leaders within a dynamic employment area.

The Certificate in Higher Education (CertHE) in Health and Social Care is the Level 4 aspect of the above course, offering students the opportunity to pursue other routes in healthcare professional courses. It is a recognised route into careers within the NHS such as the first year of Nursing (Mental Health and Adult), Social Work or Occupational Therapy, for students who did not meet the initial entry criteria and who, through this course, are supported to achieve their potential. In addition, a student registered for the Cert HE who successfully completes the requirements for the award may choose to continue to study in the following year towards the Foundation Degree.

Successful completion of the Foundation Degree also offers the opportunity for further study. This can include entry into the second year of either Adult or Mental Health Nursing, or continuation of studies through one of our top-up courses in either BA (Hons) Applied Health and Social Care or BSc (Hons) Child and Adolescent Mental Health which can be followed by post graduate studies. Students may also choose to complete the Certificate in Higher Education (Cert HE), exiting after one year to pursue applications to other professional courses including Social Work, year one of all Nursing and Midwifery courses, Occupational Therapy, Physiotherapy, Paramedics and Social Work. Progression onto all courses is also subject to successful application.

This course aims to develop and build upon existing knowledge, skills and roles to foster advancement within their care setting. Whilst this is a full-time course, it has been developed to enable some students to continue earning whilst using employment hours for practice hours. For the student considering entering the health and social care profession, there is opportunity to experience a different work-based learning setting in each year of the FD, based upon either experience or particular interest.

The Foundation Degree in Health and Social Care offers authentic and innovative work-based learning as an integral part of its design. It enables students to gain employment through the opportunity to learn and apply skills and knowledge acquired as an integrated element of the programme. It involves higher-level learning skills which are transferred to the workplace. This two-way process, where the learning in one environment is applied in the other underpins the educational aims of this course (QAA 2020). Students are expected to develop an enquiring, knowledgeable and critical application of their learning and to bring this to the context of their practice.

Health and social care will be studied from a variety of perspectives, including individual, community, societal and global. Awareness of the individual, organisational, social, cultural, political and technological influences are essential to the exploration and understanding of Health and social care delivery. Understanding of these issues also requires an appreciation of the inter-relationship of a range of theoretical perspectives including those arising from the disciplines of social sciences, humanities and the life sciences, reflected in the modules students will study across the two years.

This course aims to:
1. Provide students with the opportunity to develop specific knowledge, skills and values, together with, creativity, commitment and enthusiasm, relevant to the context of health and social care.
2. Develop as critically reflective, autonomous practitioners and take increasing responsibility for identifying and meeting their own continuing professional development (CPD) needs in preparation for employment and lifelong learning and/or further study.
3. Develop skills and strategies necessary for partnership working with a range of service users, services, professionals and communities through work-based learning opportunities and teaching activities.
4. Develop transferable skills and cultivate a range of sector specific knowledge to explore a variety of interests and career prospects of students.

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5. Promote a holistic application of person-centred practice within a multi-disciplinary approach to health and social care delivery across the life course.

6. Develop students' ability to critically appraise evidence-based approaches to enable them to assess, plan, implement and make sound judgements in care delivery in accordance with the core values of health and social care work.

7. Provide students with high quality teaching and learning experiences that are relevant to careers in health and social care sectors.

8. Develop students' interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively, to underpin safe and high-quality practice that meets professional codes of practice, required for some healthcare professions.

9. Engage students in the social, cultural, moral, legal and political context of health and social care work adopting an analytical approach to problem solving.

13.   Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes for modules/codes

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	**Programme of study**
1.	Apply a comprehensive knowledge and understanding of concepts and theoretical models in health and social care, in relation to local, national and global contexts	Certificate HE FDHS1215, FDHS1217/1218 (Os)
2.	Engage critically with debates about contemporary healthcare issues, drawing on ethics, socio-political and sustainable factors	Foundation Degree FDHS1212, FDHS2008, FDHS2006
3.	Critically evaluate a range of evidence-based approaches and interventions.	Foundation Degree FDHS2009

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	**Programme of study**
4.	Research, analyse and evaluate concepts and theoretical models in health and social care from a range of perspectives, and with tutor support synthesise to solve problems through a variety of mediums	Foundation Degree FDHS1215, FDHS2006, FDHS2009
5.	Select, analyse evidence and apply appropriate knowledge to defend personal critical judgements of key contemporary health and social care issues through a range of academic and professional sources.	Foundation Degree FDHS2003, FDHS2008

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Table 4 skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability.		
LO no.	On successful completion of the named award, students will be able to:	**Programme of study**
6.	Create a reflective portfolio evidencing experiences from work-based learning to inform contemporary thinking and developments in practice whilst identifying learner needs.	Certificate in HE FDHS1212, FDHS1214
7.	Within work-based learning, design, lead and manage a project to an agreed brief drawing on learning from study focussing on benefiting an area of service provision.	Foundation Degree FDHS2004, FDHS2005
8.	Evidence a critically reflective approach to personal development and project management in partnership with service users and stakeholders in order to demonstrate ethical practice and continuing professional development (CPD).	Foundation Degree FDHS2005

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	**Programme of study**
9.	Communicate using a range of relevant digital capabilities to communicate effectively with a variety of audiences	FDHS1213, FDHS1216 FDHS2005, FDHS2006
10.	Work productively with others in groups, to sustain exploratory discussions, plan work and explore diverse views and critical understanding.	FDHS1212 FDHS2004

Learning, teaching and assessment

Teaching
The principles of inclusive practice underpin learning, teaching and assessment across both the CertHE and FD. The structure of the course enables students to develop their level of educational attainment in their studies, in line with the Framework for Higher Education Qualifications (FHEQ) (2014) and University's Assessment Policy (2020) and Curriculum Design Policy (2020). All modules offer students structured tutor support, and each module is designed to lead the student to increasing independence in their learning.

Students are taught through a combination of interactive workshops, lectures, seminars, practice skills and simulated learning opportunities, directed study, group projects and self-study packages. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on identifying subject and / or profession specific skills and applied knowledge through individual and group project work. Delivery of learning sessions are inclusive,

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providing varied opportunities for learning through active participation of learning activities designed to enable students to achieve the modular learning outcomes.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, as well as the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Work-Based Learning

Work-based learning aspects of the course are informed by Work-based learning (QAA 2018) and incorporate the University of Worcester Policy on the Management of Placement and Work-based Learning (2020). The Assistant Practitioner (Health) Apprenticeship Standards (2018) and the Care Certificate Standards are mapped to this course.

Work-based learning is a defining feature of the Foundation Degree (QAA 2020). Upon successful application to the course, students are encouraged to source their own placement based upon existing experience or employment; practice areas of interest; practice areas that may support future plans and study. Other factors students may wish to take into account is their location and a unique feature of this course is that student placements are not geographically limited to areas close to the university or location of study

To support students and provide a theoretical underpinning for practice, each year contains its own work-based learning module that has requirements appropriate to the level of study and course aims.

At level 4 (year 1), students will follow work-based learning practice that will help them prepare for professional practice. For this module, a minimum of 150 hours of work-based learning are required within an appropriate practice setting. Students are responsible for identifying a suitable placement. The taught sessions will focus upon presenting case study scenarios, making connections with requirements from other professional bodies to assist with progression and helping students develop a professional identity.

At level 5 (year 2), the work-based learning module contains the same requirement for practice hours (minimum of 150 hours), however the focus for this module is to explore and develop employability skills such as teamworking, problem-solving, project management and the ability to demonstrate an evidence-based approach to practice.

The course team recommend a minimum of 1 day per week in practice for the duration of the placement throughout the academic year in order to relate theory to and with practice. Work-based learning will be shaped by the learning outcomes for the modules, assessment requirements and objectives arising from students' personal development plans.

Reflective Practice
What is reflective practice?
Reflective practice enables deeper learning and therefore can support your learning throughout your studies. For example, it can help you think creatively and critically, identify your strengths and weaknesses, explore what helps or gets on the way of learning, enabling you to take action as part of your learning. As you become an independent learner reflective practice could form part of your communication between yourself and the course team.

How can I reflect?
Reflective practice requires time, honesty and commitment however, it can be integrated into your study routine. You may want to try out different forms of reflection e.g. drawing diagrams, free writing, mind maps, audio diary, ejournal.

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NB: Don't forget to reflect on what's working well in your studies.

An example of reflective practice

After completing a specific study task e.g. reading, you may find it helpful to consider answering the following questions:

- What did you learn from this study task?
- What helped you learn?
- What might help develop your learning?
- What other resources might help?

NB: when answering these questions rather than describing what you did, focus on how you did it, what went through your mind, what it felt like, consider how it relates and / or differs to other experiences you've had, in this knowledge what can you now take forward to support your learning.

This could help form the start of your reflective practice. As a next step consider how you could make this part of your study routine. Don't forget to review your reflections and notice any patterns e.g. what's changed or stayed the same.

Contact time

In a typical week, students will normally have 10 hours of contact teaching, of this, 7 hours will be delivered on-campus and 3 hours synchronous will be delivered online.

At our partner colleges, a part-time student studying 60 credits per year, students, in a typical week will have around 4 hours of contact teaching of this, 2 hours will be delivered on-campus and 1 hours will be delivered online. N.B. This depends upon the modules studied each year.

Typically, on-campus contact time will be structured around:

- Lectures and seminars
- Workshops
- Group work

Online contact hours will be structured around:
- Tutorials
- Assessment workshops
- Problem based learning.
- Skills development workshops

The delivery model of on-campus and online contact hours may vary across different partners. An example of two delivery models could include: At University of Worcester on-campus contact hours would normally be delivered over 2 days, with delivery of online contact hours taking place across 1 afternoon and 1 evening. However, at partners organisations, on-campus contact teaching hours may be delivered on one day with online contact teaching hours delivered across the week.

Work-Based Learning placement contact time

Given the significance of work-based learning throughout the degree the expectation is that students will be engaged in work-based learning from week 4 in level 4 and week 1 in level 5. These work-based learning hours should be spread evenly across the year, with some hours accrued each study week. This is to provide appropriate work-based learning experiences in each module. A recommendation is that students access a minimum of 7 hours in a workplace each study week, across both years. In order to accommodate occasional illness and unexpected workplace closure, students will need to evidence a minimum of 150 hours work-based learning

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over each year of the degree. These hours must be completed and will be included in the assessment of in the following modules: FDHS1214 and FDHS2005.

For part-time students, the work-based learning module will occur in alternative years. E.g. in years 1 and 3. However to ensure that students continue to link theory and practice for alternate years, it is recommended that part time students also seek appropriate work-based learning experience for individual CPD.

Independent self-study
In addition to the contact time, students are expected to undertake around 18 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, watching selected videos, working through example problems, working on individual and group projects, undertaking research in the library and online, preparing assignments and presentations. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources. Students studying at partner colleges will also have access to an extensive range of study material (see section 17: Support for Students).

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners and work-based learning tutors from a variety of health and care backgrounds. Details of individuals can be found on the School webpages. For students studying at partner colleges details about staff will be provided during induction and found in the specific course handbooks.

Where appropriate, guest speakers, health care professional colleagues and associate lecturers contribute to the delivery of teaching sessions. Members of the University of Worcester service user and care group, who undertake Expert by Experience roles regularly contribute to teaching and learning, alongside academic or practice colleagues. Teaching is informed by research and practice. Eighty percent of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. This may vary for students studying at partner colleges.

Assessment
The course provides opportunities to test understanding and learning informally through the completion of practice or formative assignments. Each module has one or more formal or summative assessment which is graded and counts towards the overall module grade.

14. Assessment strategy

Assessment is integral to student learning and is aligned with the overall aims and learning outcomes of the course. Student achievement is assessed using a diverse range of authentic assessment tasks, appropriate to the course aims. A whole team approach ensures that assessment tasks progressively build student skills, with opportunities for formative assessment and constructive feedback, which aims to 'scaffold' student learning, both within modules and across modules. Each module is assessed separately, however a consistent and progressive approach to assessment design and an overall course approach will ensure that students are adequately prepared.

An inclusive student-centred approach to assessment is adopted where possible, allowing for flexibility and choice. All assessments will be graded against a marking rubric based on the University of Worcester's Generic Level 4 and 5 Descriptors. Students will receive a mixture of feedback and feedforward from all markers to guide their academic development.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook. All module

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specifications encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this.
Summative assessments assess student learning in a variety of ways. These include an examination, essays, case studies, presentations, reflective portfolios and critical review of literature. Through inclusive assessment that includes module choice, students will develop skills required for lifelong learning.

The UW assessment strategy is applied to all students studying at partner Colleges.

The course provides opportunities to demonstrate understanding and learning informally through the completion of formative assignments. Each module has one or more formal or summative assessment which is graded and counts towards the overall module grade. Types of assessment included in each year are:

Year 1	Year 2
Communication Resource	Written Essay
Case Study Essay	Literature Review
Group Presentation	Reflective Essay
Written Essay	Individual Project in the Workplace
Work-based Learning Portfolio	Report
Patchwork (quizzes and written work)	

This is based upon students following a full-time programme of study. Please see individual course handbooks for part time study information.

15.   Programme structures and requirements

Award Map for a Foundation Degree

Course Title: Certificate in Higher Education in Health and Social Care

LEVEL 4

Table 6 level 4 award map for FdSc Health and social care

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)*
FDHS1212	Ethics, Values and Use of Self in Practice	15	M
FDHS1213	Communication Skills for Practice	15	M
FDHS1214	Preparing for Practice in Health and Social Care	30	M
FDHS1215	Contemporary Issues in Health and Wellbeing	30	M
FDHS1216	Human Development across the Lifecourse	15	M
FDHS1217	Introduction to Anatomy and Physiology	15	O*^
FDHS1218	Working with intersectionality in social care	15	O*

*Optional modules available: please refer to the partner's Course Handbook for modules offered/award map.

Requirements at Level 4
Students must successfully complete 120 credits in total at Level 4, to include all mandatory modules and FDHS1217 or FDHS1218.

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LEVEL 5: Foundation Degree in Health and Social Care

Table 7 level 5 award map for FdSc Health and Social Care

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
FDHS2003	Research and Evidence-based Practice	15	M	
FDHS2004	Understanding Teamwork in Professional Practice	15	M	
FDHS2005	Innovative Working in Health and Social Care	30	M	FDHS1214
FDHS2006	Promoting Health and Wellbeing	15	M	
FDHS2008	Equality, Diversity and Anti-oppressive Practice	15	M	
FDHS2009	Understanding Health Conditions in Person-centred Practice	30	M	

Requirements at Level 5
Students must successfully complete all mandatory modules listed above. Students must successfully complete 120 credits in total at Level 5.

16.   QAA and professional academic standards and quality

This award is located at Levels 4 and 5 of the OfS sector recognised standards. The course is constructed to enable students to demonstrate knowledge and competencies as detailed in the QAA Framework for Higher Education Qualifications (2014).

17.   Support for students
Student support is a central element of university life. Student support services relating to each college / university are listed below:

Herefordshire, Ludlow and North Shropshire College: LRC, Business and Technology Centre

There is also extensive programme information on webpages, in module outlines and in course handbooks.

Pre-programme:
Students are advised that they are welcome to contact and / or visit the course leader to discuss the course and their choice of progression options. Each organisation will offer a range of pre-programme activities and students are encouraged to contact the course leader to partake in these activities. Activities may include invitation to join a private Facebook group, opportunities to network with other new students and existing students and receiving other information relating to the course.

Induction:
Each organisation offers its own comprehensive induction programme. During this time, students are provided with the opportunity to meet other students and representatives from their course team and their Personal Academic Tutor, Student Services, Registry Services, Library

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Services and Student Union. Part of the induction programme will also include introducing students to the principles of learning and teaching in Higher Education. Students will be contacted by their college / university prior to induction detailing the full programme.

Personal Academic Tutors (PATs)*:*
Personal Academic Tutoring is at the heart of supporting students personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to student success. Personal Academic Tutors provide an exceptional level of individual academic support and encouragement to students. Students will be matched with an academic member of staff from the staff team. All students are allocated a Personal Academic Tutor for the duration of the course and are encouraged to meet with them at least four times across the academic year to discuss feedback on assignments, progression choices and signposting to further assistance. This support is personal, flexible and proactive. It is tailored to the particular needs of students over the duration of their programme. Students are advised to maintain regular contact with their Personal Academic Tutor, with email being the communication tool of choice.

Course Leader
The Course Leader works closely with Personal Academic Tutors to carefully monitor student progression and achievement on the course. This is done to facilitate early intervention strategies for students struggling to make satisfactory progression and as necessary, support students to temporarily withdraw from their studies.

Additional support:
There is a course community website via Blackboard for all students that provides ongoing support, information and a way of enabling students to interact with each other when not in the university site. The subject librarian is integral to the teaching on each module and will provide students with support to access and interpret relevant literature. Partner colleges also have their own librarians who work closely with courses. Developing effective study skills is an essential element in achieving academic success. There are a range of free study skills workshops, open to all students on a self-referral basis and the writer in residence offers one to one support. A study skills portal is also available with extensive information and resources to support student progression and learning. All module leaders provide individual academic support via assessment specific tutorials. This is in addition to Personal Academic Tutor support.   These additional support services are available for students studying at UW and Partner Colleges.

All students are provided with a Course Handbook that comprehensively outlines the programme and provides advice and guidance on the academic regulations and procedures of the University of Worcester. Module outlines and assessment details are provided for all modules.

Disability support
The University and its partners are committed to ensuring that disabled people, including those with specific learning difficulties and/or mental health difficulties are treated fairly. Reasonable adjustments to provision will be made to ensure that disabled students are not disadvantaged. The Disability and Dyslexia Service within Student Services provides screening and assessment of disabilities combined with offering specialist disability support. This is also provided more locally at Hereford Ludlow and North Shropshire College.

Student voice
The University of Worcester is committed to providing an outstanding student experience and consider students to be participating partners in their learning experience. As such, the student voice has a transparent and direct role in informing course development and management. Students are encouraged to give module and course feedback via evaluation forms and surveys and through one-to-one discussion with module and course leads. Students also have the opportunity to be Course Representatives for courses, attending Student Staff Liaison Committee (SSLC) meetings to inform staff of wider student feedback to inform the course development and

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ensure course quality. This is in line with the [Student Staff Liaison Committee Univeristy of Worcester policy.](#)

Equality, diversity and inclusion

The courses have a proactive and inclusive approach to students with disabilities and work closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice, ensuring service user/patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place. The [Disability and Dyslexia Service](#) within Student Services provides specialist support. Additionally, the curriculum meets the University's Policy and Procedures on [Inclusive Assessment](#) to ensure that all assessments are inclusive. The Accessible Content Toolkit and [Blackboard Ally](#) enable academic staff to ensure that all teaching content is digitally accessible.
Reminder of useful links:

https://www2.worc.ac.uk/firstpoint/
https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
https://www2.worc.ac.uk/disabilityanddyslexia/

18.   Admissions

Students can apply for either the Certificate in Higher Education (CertHE) or the Foundation Degree (FD). The admission criteria are applicable to either route.

Admissions policy
The admissions policy for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age. Please see the university's [Admissions Policy](#) for further details.

Entry requirements
- The normal minimum entry requirement for Cert HE and Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification).

- The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website: https://worcester.ac.uk/study/find-a-course/home.aspx

- Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. See the University's [Admissions Policy](#) for other acceptable qualifications and the section below specific to recognition of prior learning.

- Candidates with non-standard entry applications will be considered on the basis of
  - relevant work experience and attainment of skills. They will be invited to complete an essay, which will demonstrate an ability to study at this level.

- Students whose first language is not English must have a minimum standard of English at IELTS 6.0

Course Requirements:

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- It is the student's responsibility to identify a suitable placement. Support from the course team will be available to assist in signposting students where necessary.
- All places are conditional upon a UW Occupational Health Clearance.

Disclosure and Barring Service (DBS) requirements
Students will be required to have a new Enhanced Disclosure and Barring Service (DBS) check.

Recognition of Prior Learning
Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the university webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures
Applicants should apply through UCAS using the correct course name and code:
- Certificate in Higher Education: L513
- Foundation Degree: L511

Admissions/selection criteria
Each application will be considered by University of Worcester Registry Admissions and the course admission's tutor. Evidence of qualifications and references will be checked, as well as personal statements, to inform the selection of candidates.

19.   Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

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- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4 including all mandatory modules. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the [University's fitness to practise procedures](#).

Requirements for Awards
Table 8 requirements for cert HE and FdSc awards

Award	Requirement
Cert HE in Health and Social Care	In order to be eligible for the exit award of Certificate in Higher Education in Health and Social Care, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
FdSc in Health and Social Care	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

20. Graduate destinations, employability and links with employers

Students who pass the Foundation Degree (level 4 and 5) which is a valued qualification in its own right may also consider further study and are eligible to progress to the third year of existing degree programmes at the University of Worcester. On successful completion of the Foundation Degree, students can choose progression onto the [BA (Hons) Applied Health & Social Care (Level 6)](#). Students can also apply to a number of different top-up degree programmes offered across the University, such as the [BSc (Hons) Child and Adolescent Mental Health](#), [BA (Hons) Integrated Working with Children & Families](#). Students who choose any of these routes can apply using the internal application available on the SOLE page.

On successful completion of the Certificate in Higher Education, students may wish to consider applying for one of the following courses:

- [Nursing (Adult or Mental Health)](#) BSc (Hons)
- [Social Work](#) BA (Hons)
- [Occupational Therapy](#) BSc (Hons)
- [Paramedic Sciences](#) BSc (Hons)
- [Physiotherapy](#) BSc (Hons)

Please note that entry to these courses is subject to having the appropriate entry requirements and successful application processes, which may include an interview. Application for these courses can be made using the internal application available on the SOLE page.

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Service integration collaboration and multi-disciplinary working in health and social care settings has informed the emerging context for this programme. In consultation with employers the course seeks to prepare students for future careers in a range of operational contexts as identified in the section graduate destinations below.

Graduate destinations
Graduates are expected to seek employment working in statutory, voluntary and commercial organisations. Examples of the types of paid employment in health and social care contexts include:
- Care services
- Advice and guidance services
- Police and probation
- Advocacy and rights-based services
- Preventative health, care and welfare services
- Housing support services
- Health care provision

Student employability:
The Course will enhance student employability in a variety of ways. Sound work-based practice and values will be established and strengthened during the one-year Cert HE. This includes the ability to meet deadlines, to prepare well, and to communicate effectively within a professional context. Fundamental to this is the consistent analysis, within the course's design and delivery, of the workplace and classroom. Thus, students enhance their employability by using and developing a range of different skills in different contexts, and by bringing learning from one context to the other.

Student employability remains a high priority which reflects both university aspirations and the vocationally focused nature of the course. The University's dedicated Career and Employability Services ensures that students can receive support and guidance relevant to their own particular situation and employment ambitions. Workshops on interviewing techniques, CV development and discussions with staff from professional courses support students in developing their employability skills.

Links with employers
Through the substantial work-based learning infrastructure maintained across the University, we hold established links to the statutory, voluntary and independent sector. This includes the local geographical area and beyond. The Work Based Learning Tutors also organise activities with employers such as placement fayres introducing students to providers from various settings. Combined with research and feedback from students the course is constantly revised and updated to ensure that it remains fit for purpose. Students are able to locate their own practice within a diverse variety of placement contexts and are encouraged to seek out placement opportunities best suited to their future career aspirations. To ensure that the Cert HE and Foundation Degrees remain updated and relevant they have been designed in collaboration with representatives from health, education and social services. Service user involvement is key to the development of the curriculum content.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.