

## Course Handbook

Title of the award(s): Foundation Degree in Mental Health and Wellbeing  
(with optional Foundation Entry Year)

Relevant Academic Year: 2020-21

Name of Course Leader: Hayley Wilson

Name of host School: School of Community Health and Midwifery

Partner Institution: Hugh Baird College



Please read this Handbook in conjunction with the University's Student Handbook. All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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## 1. Welcome to the course

### Welcome to the course

Welcome to your UCLan Higher Education (HE) course at the Hugh Baird University Centre. We offer a friendly and supportive learning environment and the tailored support you need to be successful. Class sizes are small and tutors use varied teaching and learning methods to meet your needs. Our staff are also used to working with people of all ages and recognise that your work and life experience are an asset. As a friendly community of staff and students our aim is to give you an excellent educational experience. I hope you will enjoy this year and find your course challenging, stimulating, enjoyable and rewarding.

This Handbook provides a quick guide to what is offered at the college, what we aim to help you to achieve and what we expect of you. It also provides information about support services and regulations that you need to know.

We want you to achieve your academic and personal potential, to develop networks of friends, new interests and life skills. To achieve this we want you to:

- **Work hard** - we expect you to attend lectures, seminars and workshops, as students with good attendance will achieve the best degrees overall. Plan your workload and think carefully about how to manage your reading and preparation for written assignments and practical work.
- **Enjoy your time at college** – studying on an HE course is also about having new experiences, making friends, finding new interests, and learning to create a balance between work and social life. Make sure you find time to take advantage of enrichment activities or sports facilities and get involved with student committees. Look after yourself and make sure you know about student wellbeing resources for information and support.
- **Make use of the support that is available to you** - I am sure you will have a great year but don't forget that there are many services available if you need them.

I wish you every success during your time at the Hugh Baird University Centre.

Colette Mawdsley

Dean of Higher Education and Access to HE

The course has been created in conjunction with the University of Central Lancashire, it is our aim to provide you with an engaging and challenging programme of study that will develop creative, technical and employability skills and help you succeed in your chosen career.

Please read this handbook carefully and keep it in a safe place as it contains information that you will need to refer to on the course. It has been structured and laid out in a number of sections to ensure that the information is clear and accessible. There is information on academic and administrative aspects of the course. You will find details about the course modules, and assessment regulations. There is additional information about support services; especially those which can be of direct help to your learning and development.

The staff at the Hugh Baird University Centre are here to help you. Your Student Engagement Officer or Course Tutors are always ready to help if you have a question or a problem. Alternatively, dedicated members of staff at Student Services (Balliol Building) will be able to direct you to people who can offer support, information and advice to help you get the best from your time at the Hugh Baird University Centre in partnership with the University of Central Lancashire.

If you find there are points in this handbook, which you do not understand or wish to discuss further, do not hesitate to speak to one of the teaching staff. On behalf of the Course Team, may I wish you every success in your studies and we look forward to supporting you throughout your course.

Major policies that apply to students at the Hugh Baird University Centre can be found on Student Zone. These will give you guidance on a range of issues such as health and safety, computer use and quality assurance.

## 1.1 Rationale, aims and learning outcomes of the course



Firstly, a warm welcome from the Course Team. We hope you will enjoy your time with us and achieve your aims.

The course team consist of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of facilitators who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

When we created your course, we began by considering a number of things:

- What knowledge and skills you are likely to have at the beginning of your course
- What knowledge and skills will be expected by the employers when you begin your career
- The range of expertise and professional experience of your tutors
- What standards are required for the various awards that we offer (the UK's 'Framework for Higher Education')
- What is generally expected to form a significant part of the curriculum of a course of this title (the UK's 'National Subject Benchmark' statements)

In the above we were informed by our experience, both as educators and practitioners, and by external reference points. Once we considered these key points, we blocked the responses into a number of modules, each with Aims and Learning Outcomes. You can think of Aims and Learning Outcomes as the 'DNA' that ultimately shapes the form and content of your degree. We've reprinted the aims for your course below and throughout the following sections you'll develop a sense of what the learning rationale of your course is; you'll find the overarching learning outcomes for your course in the programme specification.

On successful completion of the course you will be awarded a Foundation Degree in Mental Health and Wellbeing awarded by the University of Central Lancashire.

<b>1. Aims of the Programme</b>	
<input type="checkbox"/>	Provide students with the opportunity to build on existing knowledge and experience and to further develop specific knowledge, skills and values relevant to the context of mental health and wellbeing across the lifespan;
<input type="checkbox"/>	Increase knowledge and awareness of factors influencing mental health and wellbeing of children and young people;
<input type="checkbox"/>	Enable students to promote mental health and to recognise mental health problems, assess and appropriately plan to meet the mental health needs of children and young people, in association with their family, carers and other professionals;
<input type="checkbox"/>	Develop students' interpersonal and therapeutic communication skills and interventions, and enable students to identify, use and communicate relevant information effectively in a range of situations;
<input type="checkbox"/>	Develop skills and strategies necessary for partnership working with service users, services, professionals and groups across statutory and non-statutory sectors;
<input type="checkbox"/>	Enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies whilst enhancing their employability skills;
<input type="checkbox"/>	Understand the roles and responsibilities in the workplace through reflective learning experiences and the development of critically reflective practice.
<input type="checkbox"/>	Provide opportunities for students to develop and enhance academic and practical skills to prepare for further study and/or employment and lifelong learning.

## 1.2 Intended Course Team

<b>Intended Course Team for Integrated Foundation Entry Year</b>			
<b>Name</b>	<b>Role</b>	<b>Telephone</b>	<b>Email</b>
<b>Deinice Quilty</b>	Course Leader Module Leader	0151 353 4444 Ext 5539	<a href="mailto:Deinice.quilty@hughbaird.ac.uk">Deinice.quilty@hughbaird.ac.uk</a>
<b>Fiona Botsford</b>	Module Leader	0151 353 4444 Ext 6522	<a href="mailto:Fiona.botsford@hughbaird.ac.uk">Fiona.botsford@hughbaird.ac.uk</a>

<b>Kerrie Wynn</b>	Module Leader	0151 353 4444 Ext 6238	<a href="mailto:Kerrie.hewitt@hughbaird.ac.uk">Kerrie.hewitt@hughbaird.ac.uk</a>
<b>Intended Course Team for the Foundation Degree</b>			
<b>Name</b>	<b>Role</b>	<b>Telephone</b>	<b>Email</b>
<b>Dr Hayley Wilson</b>	Course Leader	0151 353 4444 Ext 5539	<a href="mailto:Hayley.wilson2@hughbaird.ac.uk">Hayley.wilson2@hughbaird.ac.uk</a>
<b>Fiona Botsford</b>	Module Leader	0151 353 4444 Ext 6522	<a href="mailto:Fiona.botsford@hughbaird.ac.uk">Fiona.botsford@hughbaird.ac.uk</a>
<b>Stella Joseph</b>	Module Leader	0151 353 4444 Ext 6238	<a href="mailto:Stella.joseph@hughbaird.ac.uk">Stella.joseph@hughbaird.ac.uk</a>

### 1.3 Expertise of staff

**Dr Hayley Wilson** is Course Leader for the FdA Mental Health and Wellbeing and FdA Health and Social Care. She also lectures on the FdA Children, Young People and their Services and BSc Health and Social Care programmes. Previously, she has taught on undergraduate paediatric nursing and health and social care degree courses.

Hayley achieved a BA (Hons) Childhood and Adolescence Studies, a Masters in Research (Health Sciences) and more recently has achieved her PhD in Oral History and Reminiscence Work.

Hayley has published work at international level and has also delivered presentations at a variety of conferences. Her subject specialisms include the impact of reminiscing about childhood experiences, therapeutic approaches to mental health and care of the elderly.

**Fiona Botsford** Fiona is the Course Leader and a Lecturer on both the Foundation Degree in Children, Young People and their Services, and Honours Degree in Children, Schools and Families. In addition, she also lectures on undergraduate Health & Social Care modules.

Fiona has achieved a BSc (Hons) Psychology, an AdvDipEd Child Development, an MA in Social Science and a PGCE in Post-compulsory Education.

Fiona has a wide variety of experience working in the Childcare and Education sector. Prior to working at Hugh Baird, she worked in family education for Sefton Council, and as an Associate Lecturer for the Open University, where she was also employed as a post graduate Course Development Tester and Critical Reader. She is a Graduate Member of the British Psychological Society (BPS).

**Kerrie Wynn** Kerrie is Course Leader for the BSc Health and Social Care programme. She also lectures on the Foundation degree with Optional Integrated Entry Health and Social Care programme, Foundation Degree in Mental Health and Wellbeing, Foundation Degree in Children, Young People and their Services and BA Education and Professional Studies. Kerrie

has also had experience teaching on Access to HE Nursing and Midwifery and previously Access to HE Sociology and BTEC Health and Social Care programmes.

Kerrie achieved a First Class Degree BA (Hons) in Childhood and Adolescence Studies, a Masters in Research (Health Sciences) and a PGCE in Post Compulsory Education Studies at Edge Hill University.

Kerrie has also guest lectured at Liverpool John Moores University during her postgraduate study. Her subject specialisms are developmental disorders in learning and cognition, child and adolescent mental health and wellbeing, research methodology skills and academic writing skills. Within the Faculty of Health and Education, Kerrie has a lot of involvement with study skills provision particularly at Integrated Entry Level and Foundation Degree. Kerrie also leads supervisions for the BSc Health and Social Care dissertations.

**Deinice Quilty** is also Course Leader for Foundation Entry in Health & Social Care Year 0 and Foundation Degree in Health, Nutrition & Physical Activity. Previously, she has taught on an undergraduate adult nursing degree. Deinice achieved a BA (Hons) Media & Cultural Studies and an MSc in Health Promotion, Research & Policy. Deinice has presented work from her Master dissertation at various conferences and wants to do further research into aspects of health promotion and marginalised groups in society. Deinice has worked in various areas of health, both the NHS and private industry.

**Stella Joseph** has worked as Access to HE Co-ordinator and Lecturer in Health and Social Care since 2015. She has experience teaching from Level 2 up to Level 6, across Btec Health & Social Care, Access to HE in Nursing, Allied Health, Social Care and Social Science pathways, Foundation degree in Mental Health & Wellbeing as well as BA Children Schools and Families. Prior to this she has 15 years' experience working in the Social Care sector. Starting in the voluntary sector as a mental health befriender and activity worker before joining the private sector. Here she worked as a coordinator, managing a small team of community support workers with a caseload that included service users with mental health issues and those who experienced complex and profound learning disabilities. Stella joined the NHS in 2009 working as part of Mersey Care's Community Learning Disability Team, before joining Hugh Baird College. Stella has achieved an MA in Sociology at Liverpool Hope University, PGCE in Adult Education at UCLan and BA (Hons) Fine Art at Liverpool John Moores University. Stella achieved BA (Hons) Fine Art at Liverpool John Moores University and a PGCE in Adult Education at UCLan.

#### 1.4 Student Engagement Officers

The Student Engagement Officers will be the first point of contact for pastoral support. There will be opportunities, throughout the course, for your work to be reviewed periodically as well as opportunities for student to engage in pastoral academic support and career readiness workshops, for example.



#### 1.5 Administration details

The administrator for the Directorate of Higher Education is Nikki Powell. She can be contacted on 0151 353 4419 and is located on the top floor of the University Centre.

#### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The course leader will set up a course e-mail account that will allow staff to e-mail all students from the group. Additionally, email is checked daily and students should expect a prompt reply to their query.

Student Zone is a new system set up by the College that can be accessed via the College website for staff and students to share information. The course team will up-load relevant course information that will allow the student easy access for example module resources, course handbook, APA referencing, copyright information, deadline dates and times and project briefs.

Please see the following link:

<http://student.hughbaird.ac.uk/wp-content/uploads/2019/10/APA-referencing-guide.pdf>

During induction week you will be enrolled into the library and shown how to use College email, the library systems and College IT facilities, including Microsoft Teams. You will also be shown how to access your university systems such as MyUCLan.

### 1.7 Intended External Examiner

The External Examiners report can be located on the course MS Teams page.

Intended External Examiner details:

Name	HBUC Course	Position	Home Institution
To be appointed	Integrated Foundation Entry Year		
Candi Kitt	FdA Health and Social Care	Course Leader (Mental Health)	Edge Hill University

Contact through home institution only.





**2. Structure of the course**  
**2.1 Overall structure**

**Integrated Foundation Entry (Level 3)**

**Full time – Year 1**

<b>Semester 1</b>	<b>Semester 2</b>
NUC003: Academic writing and studying in H&SC 20 credits HW	NUC007: Measuring health and wellbeing 20 credits HW
NUC004: Learning development and using ICT to present information 20 credits FB	NU001: Applied anatomy and physiology 20 credits MR
NUC005: Developing skills for delivering H&SC 20 credits MR	NUC006: Developing professional skills for delivering H&SC 20 credits SJ

**Part time (2 years recommended)**

**Year 1**

<b>Semester 1</b>	<b>Semester 2</b>
NUC003: Academic writing and studying in H&SC 20 credits HW	NUC 007: Measuring health and wellbeing 20 credits HW
NUC004: Learning development and using ICT to present information 20 credits FB	

## Year 2

Semester 1	Semester 2
NUC005: Developing skills for delivering H&SC 20 credits MR	NUC006: Developing professional skills for delivering H&SC 20 credits SJ
	NU001: Applied anatomy and physiology 20 credits MR

## Foundation Degree (Level 4 & 5)

### Full time

#### Year 1

Semester 1	Semester 2
NU1019 Care from the Client's Perspective 20 credits	PZ1068 Foundations for Professional Practice 20 credits
PZ1015 Study and Lifelong Learning Skills 20 credits	PZ1022 Communication and Collaboration 20 credits
PZ1029 Mental Health: Conditions and Interventions 40 credits	

#### Year 2

Semester 1	Semester 2
PZ2035 Management and Leadership 20 credits	PZ2053 A Lifespan Perspective: Mental Health and Wellbeing 20 credits
NU2335 The Research Process 20 credits	PZ2065 Supporting Professional Practice 20 credits
PZ2054 Therapeutic Communication and Counselling Skills 40 credits	

### Part time (three years recommended)

### Year 1

Semester 1	Semester 2
NU1019 Care from the Client's Perspective 20 credits	PZ1068 Foundations for Professional Practice 20 credits
PZ1015 Study and Lifelong Learning Skills 20 credits	PZ1022 Communication and Collaboration 20 credits

### Year 2

Semester 1	Semester 2
PZ1029 Mental Health: Conditions and Interventions 40 credits	
PZ2035 Management and Leadership 20 credits	PZ2053 A Lifespan Perspective: Mental Health and Wellbeing 20 credits

### Year 3

Semester 1	Semester 2
NU2335 The Research Process 20 credits	PZ2065 Supporting Professional Practice 20 credits
PZ2054 Therapeutic Communication and Counselling Skills 40 credits	

The course will be delivered in the Hugh Baird University Centre.

Please note that all modules are mandatory.

#### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Module descriptors can be located on the course VLE.



## 2.3 Course requirements

All modules are compulsory. For entry requirements see programme specification.

### 2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

### 2.4 Study Time

#### 2.4.1 Weekly timetable

Your timetable is likely to consist of:

#### **Integrated Foundation Entry (Level 3)**

##### **Year 1 full time:**

- Up to 14 hours of taught sessions per week

##### **Year 1 part time**

- Up to 7 hours of taught sessions per week

##### **Year 2 part time**

- Up to 7 hours of taught sessions per week

Part time students may be in-filled with full time students.

#### **Foundation Degree (Levels 4 and 5)**

##### **Year 1 full time:**

- Up to 11 hours of taught sessions per week
- **Year 2 full time:**
- Up to 11 hours of taught sessions per week

##### **Year 1 part time**

- Up to 7 hours of taught sessions per week

##### **Year 2 part time**

- Up to 7 hours of taught sessions per week

##### **Year 3 part time**

- Up to 7 hours of taught sessions per week

Part time students may be in-filled with full time students.

##### **Additionally for each year:**

- Self-directed study
- Work based learning opportunities

- Enrichment activities, designed to help you meet people from other areas of the College, try out new skills and develop new interests.

#### **2.4.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at the Hugh Baird University Centre and time spent in private study.

Your modules have been designed for teaching and independent learning to be completed in a set amount of time – each credit studied requires 10 hours of study. So a 20 credit module will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. Full time students study 120 credits so over each year you will study, in total, 1200 hours. The academic calendar identifies 30 study and assessment weeks spread over two semesters of approximately 15 weeks each, so a full time students' learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or Student Engagement Officer.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Student Engagement Officer.

For a 20 credit module, where the taught component is 60 hours, you should spend approximately 140 hours in independent study. Occasionally you may find modules where the contact hours are greater or less than the 60-hour norm. This is because of the nature of the module but you'll find this is compensated for in other modules. However, no matter how the contact hours and independent study hours are split up, no module requires more or less than 10 hours study per credit and so you should still be spending approximately 40 hours per week in study if you are a full time student (speak to staff if you are not achieving or exceeding this amount).



#### **2.4.3 Attendance Requirements**

You are required to attend ALL timetabled learning activities for each module; there is a 95% attendance target. No modules or sessions are optional. Please be aware that attendance is closely monitored and may affect decisions taken about you in assessment boards or in the provision of references.

Student attendance is recorded electronically and if you are absent for more than 28 days without contact, we reserve the right to inform your grant office or student loan company. If you are unable to attend as a result of illness, accident or serious family problems (or other personal reasons) you must notify your course or Student Engagement Officer before the start of class.

Notification of illness or exceptional requests for leave of absence must be made to your Student Engagement Officer via email.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

### **3. Approaches to teaching and learning**

#### **3.1 Expertise of staff**

All staff who deliver on the course have extensive course related industry and/or educational experience and have qualifications up to MA level in related subjects. The staff regularly complete work experience opportunities within their subject areas, which allows them to keep up to date with current industry trends and standards.

Staff profiles can be accessed on the Hugh Baird University Centre website.

#### **3.2 Learning and teaching methods**

As we created the modules that constitute your course, we considered the following:

Your experience of study must be a holistic one; each module should be fully integrated within the total course of study;

Much of the focus of the teaching, especially during level 4, is aimed at forming the student body into a fully functioning group. It is important that you, as part of your learning, should develop a sense of the needs of others and become equally responsible for all aspects of the group's development. When, as occurs in group work, you rely on the presence and contribution of others for your own progression, a mutual contract is made between all parties and the exploitation of this commitment is essential to both educational and personal development;

#### **3.3 Study skills**

All courses incorporate study skills designed to help you to study at levels 3+, 4, 5 and 6. This will ensure you become an independent learner who will cope successfully with a Higher Education learning environment.

At UCLan there are a variety of services available, for example:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



### **3.4 Learning resources**

#### **3.4.1 Learning Information Services (LIS)**

The Hugh Baird University Centre has a full range of printing facilities, media studio, editing suite, dedicated HE study areas for independent study and two well stocked Library Learning Centres. Here you will find an extensive range of resources available to support your studies provided by the Hugh Baird University Centre and your partner university. Your course team works closely with the learning resources department to ensure that your primary learning needs are met. In addition you will have access to journals and the electronic resources at UCLan. These include e-journals and databases, e-books, images and texts.

For library opening times please visit the Hugh Baird University Centre website.

### 3.4.2 Electronic Resources

The course MS Teams page also houses many resources that are kept up to date by your course team.

### 3.5 Personal development planning PDP

is designed to:

- Enable you to work towards a point you would like to be at on graduation;
- Help you require the skills needed for your chosen career;
- Evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.

PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation you will be well prepared for industry, demonstrating your skills, knowledge and capabilities in a variety of settings.

As a student, it is important that you tie together the modules you are studying concurrently and to trace your progression throughout the three levels of study. One of the purposes of using a journal is to enable you to remember the details of the taught sessions and to reflect on how successful you were in absorbing and applying the content, both then and now, within your working process. But whatever mechanism you prefer it is important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist you to become a 'better' student.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!



### 3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it, which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.

- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

UCLan [Careers](#) offers a range of support for you including:-

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service at the UCLan campus is available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

#### 4. Student Support

The **Health & Wellbeing Officer** offers information and advice to students relating to all aspects of leading a healthy lifestyle both inside and outside College. Information and advice are offered in many areas including:

- Sexual health
- Nutrition
- Stopping smoking
- Healthy living
- Staying safe
- Making a positive contribution
- Personal development
- Financial help
- Enjoying College

**Student Counsellor** - the College has a well-established Counselling Service to help you overcome any problems you may be dealing with in College or in your personal life. Counselling gives you the opportunity to speak to one of our counsellors and explore any problems you have, in confidence. These could involve relationships with friends, family or partners, drugs, alcohol or any other issues. Remember, counselling is about helping you to recognise and value your abilities and to make informed choices and changes. The counsellor is here to provide you with a listening ear and, if necessary, refer you to other specialist support agencies. You can contact our intended Student Counsellor, Michelle Higgins, on:

Tel: 0151 353 4410

Email: [michelle.higgins@hughbaird.ac.uk](mailto:michelle.higgins@hughbaird.ac.uk)





#### 4.1 Student Engagement Officer

All students will be allocated a Student Engagement Officer who will be the first port of call should you have any problems or need academic or pastoral support.

The Student Engagement Officer will:

- Offer academic advice
- Monitor your progress and attainment
- Advise you on options once your course is finished
- Refer you to other staff who will help you with advice on financial support, scholarship and a range of other student service.

#### 4.2 Students with disabilities

If you have a specific learning difficulty (SpLD), a long-term health condition or mental health condition, you may be eligible to receive Disabled Support Allowance (DSA). Please go to: <https://www.gov.uk/disabled-students-allowances-dsas/overview> for more information and to apply.

#### 4.3 Students' Union One Stop Shop

The UCLan Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

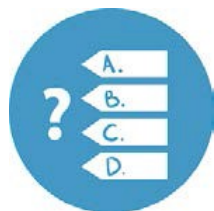
Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building at the UCLan campus and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

## 5. Assessment



### 5.1 Assessment Strategy

#### ***Why is assessment relevant to learning?***

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently, we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers.

In previous sections within this document we've tried to give you some insight into how we 'modularised' your learning. The learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the University system generally. We recognise that some students achieve better grades for practical work, whilst other are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'. You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any course; these are that you:

- Understand the meaning of terms used in assessment;
- Have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;
- Appreciate that assessment is a means of developing your own critical facilities and selfawareness;
- Know what steps to take to meet assessment criteria and gain maximum benefit from the process;
- Are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;
- Are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;
- Partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

### **What is assessed?**

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don't assess modules; we assess assignments packaged within these modules. By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

**You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!**

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed. These can be summarised as follows:

**Lecture/Seminar Work** - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and seminars. It is normal to assess the knowledge that you have gained from these lectures at various points throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations. To assess the results of lectures and seminars we apply criteria based upon the following:

- Consideration of information and personal views, interpretation and analysis
- Involvement of the use of resources to extend understanding through self-study
- Development of abilities to originate, research and prepare concepts or ideas
- Fluency in communicating creative issues, concepts or ideas

**Group Work** – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we sub-divide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group's presentation separately from other students. We may use your supporting documentation, discussions, viva voces and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups' response to a particular task holistically. In these instances it is not always possible or relevant to isolate each individual's contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal

contribution to the group from certain members). To assess group work we apply criteria based upon the following:

- Your understanding of personal responsibility
- Your ability to integrate and play an active part
- Your participation in complex organisational and creative decision making
- Your management and monitoring of the group's progress
- Your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:

- \* Active involvement in learning
- \* Positive use of resources
- \* Relationships with people - working in teams or groups
- \* Management of study including self-study

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**

### ***Why do you assess written work in practice-based courses?***

To ensure that your course is the equal of all other subjects it is not only essential to test your embedded knowledge through the creation of creative work, but to test your intellectual understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. The collection of appropriate knowledge (research) from primary and secondary sources
2. The organisation of this knowledge in a coherent and logical way (structure)
3. The ability of you as the writer to make the material 'alive' and engaging to the reader (communication)
4. The correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that, unless you are told otherwise, we expect **all** written work submitted for assessment to be word-processed, printed on white A4 paper, using a plain font of either 11 or 12 points. Citations and references should be made in APA format. Where a specific word count is listed:

- i) Between 'two stated figures', i.e., between 2,000 and 2,500 work, you should not submit work where the word count is outside of these limits
- ii) That is 'a single figure', i.e. 1,500 words, you should submit work that is within 10% of this figure (in the case of 1,500 words you should submit no less than 1,350 and no more than 1,650 words).

The words on the title page, in the bibliography and in appendices are not included in the word count.

### ***How can I be certain that my work has been assessed accurately and fairly?***

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. All work that accounts for 25% or more of a module will be assessed by at least 2 staff members from your College; all work that receives a fail grade (below 40%) will also be assessed by at least 2 of your College tutors;
2. Samples of work from each module will be further moderated by UCLan staff
3. If, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at 'ephemeral' assessment (presentations), then we will ask you to record your work on video so that this becomes available to another staff member;
4. Our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

## **5.2 Notification of assignments and examination arrangements**

All assessed work must be submitted according to the Course's assessment plan (issued by your course tutor). Authorisation of the late submissions requires written permission from your university. Extenuating Circumstances may be applied for in cases where factors outside your control will adversely affect your performance on the course. If you are unable to submit work within 10 days of the due submission date (due to verifiable circumstances) you may be able to submit an application in accordance with your university's Extenuating Circumstances procedures.

## **5.3 Referencing**

Your work must be referenced using the APA system where specified. Sessions and a presentation from Library Learning Centre staff will be delivered so that you are clear about this system. Further information will be provided on the UCLan website.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

## **5.4 Confidential material**

It is not expected that students will need to access confidential material for this programme. Students have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. All students will be required to adhere to the Ethics in research Policy, which can be located on MyDay. Student Engagement Officers will have further information on this.

## **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be

used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Students have the opportunity to voice their opinion or concerns through a variety of channels including:

Module Evaluation questionnaires (at the end of each module).

Student Questionnaires (one per semester).

Via a student representative (who will feedback monthly to the Student Experience Team).

Via whole group/one to one feedback sessions with their Student Engagement Officer.

### 7.1 Course Team Meetings and Course Representatives

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team.

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team at the monthly course team meeting and within the Student Experience Team (SET) meetings. If you are interested in becoming a course representative yourself and wish to find out more about the role talk to your course or Student Engagement Officer.

### 7.2 Student Engagement Team (SET)

The Student Engagement Team is made up of HE student representatives from different HE courses and the HE Student Governor. They meet monthly to discuss and feedback on the student experience and to inform developments, which will improve future courses. The student representative's feedback to their peers with information from the SET meetings to ensure consistency of information, this allows HE students to have a voice, engage and improve the HE student experience.

## 8. Appendices

### 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

#### Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>2. Awarding Institution / Body</b>	University of Central Lancashire
<b>3. Teaching Institution and Location of Delivery</b>	Hugh Baird College
<b>4. University School/Centre</b>	School of Community Health and Midwifery
<b>5. External Accreditation</b>	None
<b>6. Title of Final Award</b>	Foundation Degree Arts in Mental Health and Wellbeing
<b>7. Modes of Attendance offered</b>	Full Time and Part Time
<b>8. UCAS Code</b>	B760

<b>9. Relevant Subject Benchmarking Group(s)</b>	<p>QAA Subject Benchmarking Statement: Health Studies (2008)</p> <p>QAA Foundation Degree Qualification Benchmark (2010)</p> <p>The National Occupational Standards for Mental Health (NOSMH) (Skills for Health 2005)</p> <p>The Ten Essential Shared Capabilities (NIMHE 2004)</p> <p>The NHS Knowledge and Skills Framework (KSF) (Dept of Health 2006)</p>
<b>10. Other external influences</b>	<p>National Service Frameworks (Mental Health (1999-2012)</p> <p>Skills for Care 2016</p> <p>British Psychological Society (2006) Code of Ethics and Conduct</p> <p>Health Professions Council (2005) Council Member's Code of Conduct</p> <p>BACP Ethical Framework (2013)</p>
<b>11. Date of production/revision of this form</b>	<p>24<sup>th</sup> May 2016 / Revised September 2017</p>

<b>12. Aims of the Programme</b>
<input type="checkbox"/> Provide students with the opportunity to build on existing knowledge and experience and to further develop specific knowledge, skills and values relevant to the context of mental health and wellbeing across the lifespan;
<input type="checkbox"/> Increase knowledge and awareness of factors influencing mental health and well-being of children and young people;
<input type="checkbox"/> Enable students to promote mental health and to recognise mental health problems, assess and appropriately plan to meet the mental health needs of children and young people, in association with their family, carers and other professionals;
<input type="checkbox"/> Develop students' interpersonal and therapeutic communication skills and interventions, and enable students to identify, use and communicate relevant information effectively in a range of situations;
<input type="checkbox"/> Develop skills and strategies necessary for partnership working with service users, services, professionals and groups across statutory and non-statutory sectors;
<input type="checkbox"/> Enable students to identify and acknowledge personal professional development needs and implement appropriate development strategies whilst enhancing their employability skills;
<input type="checkbox"/> Understand the roles and responsibilities in the workplace through reflective learning experiences and the development of critically reflective practice.
<input type="checkbox"/> Provide opportunities for students to develop and enhance academic and practical skills to prepare for further study and/or employment and lifelong learning.



### **13. Learning Outcomes, Teaching, Learning and Assessment Methods**

#### **A. Knowledge and Understanding**

The programme provides opportunity for students to achieve the following outcomes:

- A1. Discuss theories of communication relevant to work with individuals and groups.
- A2. Evaluate appropriate methods and techniques in research applicable to the mental health care sector.
- A3. Discuss and evaluate the organisational context and delivery of mental health care.
- A4. Reflect on and apply relevant knowledge and skills in a work setting and demonstrate the ability to use evidence to develop effective practice and decision making.

#### **Teaching and Learning Methods**

Academic and work-based learning. Lectures, seminars and work placements. There will be self-directed study of academic literature and teaching will be supported by the use of MS Teams. This is followed up by student led learning activity using text (books, videos and e-resources).

The use of independent study to consolidate understanding is encouraged through research based tasks. Students will have access to one-to-one sessions for additional support.

The teaching and learning strategies employed deliver opportunities for the achievement of the learning outcomes, demonstrate their attainment and recognise the range of student backgrounds. Delivery methods, activities and tasks are aligned with the learning outcomes for this programme, taking account of the learning styles and stage of the student.

#### **Assessment methods**

Assessed formatively and summatively through individual and group discussions, assignments, case studies, reports, presentations, portfolio building and the creation of a story board.

#### **B. Subject-specific skills**

- B1. Apply relevant knowledge, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, client and carer engagement and work with colleagues.
- B2. Evaluate the effects of the current structure and provision of mental health and wellbeing services for children and young people.
- B3. Utilise key legislation underpinning the provision of mental health and wellbeing services.
- B4. Apply appropriate interventions that would be suitable for a range of mental health conditions.
- B5. Communicate effectively to support people in different professional and working cultures. B6. Apply collaborative approaches to working with diverse client groups.

#### **Teaching and Learning Methods**

The subject-specific, practical and academic skills are developed through the teaching and learning programme as outlined above. This is then supported by the use of discussions, workshops, use of VLE, use of case studies, presentations and work placements.

A combination of lectures and seminars are used to bolster the skill development. For all coursework, pre-submission support and timely feedback post-submission is used to reinforce the specific learning outcomes, nurture confidence and facilitate engagement with the learning process. In the second semester of the course greater emphasis is placed on independent learning.

#### **Assessment methods**

Assessment of subject-specific skills is made by assessing the results of applying that skill. Analytical skills are assessed through group discussions, assignments, presentations, case studies reports and a story board. Practical problem solving skills are assessed within context of assignment tasks – both individually and group based.

#### **C. Thinking Skills**

- C1. Apply a breadth of knowledge in relation to the a range of mental health and wellbeing issues.
- C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices.
- C3. Evaluate problem solving approaches to well-defined circumstances.
- C4. Present knowledge and information to support structured arguments.
- C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.

#### **Teaching and Learning Methods**

Discussions, workshops, one to one sessions, use of MS Teams, use of case studies, portfolios, story board, presentations and work placements.

#### **Assessment methods**

Analytical skills are assessed through coursework assignments. Problem solving skills are assessed within context of work-based practice modules. Much of the assessment in Mental Health: Conditions and Interventions provides insight into mental health and wellbeing in context.

#### **D. Other skills relevant to employability and personal development**

- D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.
- D2. Apply knowledge to work based learning contexts.
- D3. Use work based skills to enhance employability.
- D4. Analyse the importance of working collaboratively in the best interests of the client by engaging with families, carers and communities as partners in care management.

#### **Teaching and Learning Methods**

The teaching and learning methods applied throughout the programme, as outlined above, are used to assist the progress of transferrable skills development.

#### **Assessment methods**

The direct assessment of transferable skills related to study and communications is addressed with clearly labelled learning outcomes in 'Study Skills' and 'Communication and Collaboration'. Indirectly it is addressed by measuring developing practical competence via the 'Foundations for Practice' and 'Supporting the Professional Role' modules (evidenced in a portfolio).

The range of assessment techniques employed across modules on the course allow students sufficient opportunity to demonstrate competencies in their transferrable skills. Written communication skills are developed and assessed through the context for the assessment; examples include the requirements for formal assignments (e.g. Care from the Client's Perspective, Management and Leadership, A Lifespan Perspective: Mental Health and Wellbeing) presentation skills (Mental Health: Conditions and Interventions), and critical evaluation (Study Skills). Portfolio building (Foundations for Practice, Supporting the Professional Role) requires reflection on the personal professional development of students within the work placement.

13. Programme Structures*				14. Awards and Credits*							
Level	Module Code	Module Title	Credit rating								
Level 5	PZ2035	Management and Leadership in Health and Social Care	20	<b>FdA Mental Health and Wellbeing</b> Requires 240 credits including a minimum of 100 at level 5							
	NU2335	The Research Process	20								
	PZ2065	Supporting the Professional Role in Practice	20								
	PZ2053	A Lifespan Perspective: Mental Health and Wellbeing	20								
	PZ2054	Therapeutic Communication and Counselling Skills	40								
Level 4	NU1019	Foundation to Practise	20	<b>Foundation Certificate in Mental Health and Wellbeing</b> Requires 120 credits at Level 4 or above.							
	PZ1068	Foundations for Practice	20								
	PZ1015	Study and Lifelong Learning Skills	20								
	PZ1022	Communication and Collaboration	20								
	PZ1029	Mental Health: Conditions and Interventions	40								
Level 3	NUC003	Academic Writing and Studying in Health and Social Care	20	Requires completion of 120 credits at Level 3. Successful completion of the course leads to guaranteed progression on to Year 1 of: <ul style="list-style-type: none"> <li>• BSc (Hons) Sexual Health Studies</li> <li>• FDISc Health &amp; Social Care <b>[subject to satisfactory enhanced DBS clearance]</b></li> </ul> <b>PROGRESSION TO THE FOLLOWING PROGRAMMES:</b> <ul style="list-style-type: none"> <li>• BSc Hons Counselling &amp; Psychotherapy</li> <li>• BSc Hons Pre-registration Nursing [Mental Health]</li> <li>• BSc Hons Pre-registration Nursing [Adult]</li> </ul> <b>IS SUBJECT TO ADDITIONAL ENTRY REQUIREMENTS:</b> <table border="1" data-bbox="957 1680 1452 1948"> <tr> <td>Programme</td> <td>BSc (Hons) Preregistration Nursing [Adult]</td> <td>BSc (Hons) Preregistration Nursing [Mental Health]</td> <td>BSc (Hons) Counselling &amp; Psychotherapy</td> </tr> </table>				Programme	BSc (Hons) Preregistration Nursing [Adult]	BSc (Hons) Preregistration Nursing [Mental Health]	BSc (Hons) Counselling & Psychotherapy
	Programme	BSc (Hons) Preregistration Nursing [Adult]	BSc (Hons) Preregistration Nursing [Mental Health]					BSc (Hons) Counselling & Psychotherapy			
	NUC004	Learning development and using information communication technology to present information	20								
	NUC005	Developing skills for delivering health & social care (1)	20								
	NUC006	Developing professional skills for delivering health and social care (2)	20								
	NUC001	Foundations in Anatomy, Physiology, Pathology and Disease	20								
	NUC007	Measuring Health and Wellbeing	20								

			APM	60%	60%	60%
			NUC001	60%	60%	

			NUC006	60%	60%	60%
			NUC007			60%
			Satisfactory pre interview test*	X	X	X
			Satisfactory Interview	X	X	
			Satisfactory numeracy assessment	X	X	
			Satisfactory literacy assessment	X	X	
			Enhanced DBS Clearance	X	X	X
			Satisfactory Occupational Health Assessment	X	X	
<p>Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.</p>						

**15. Personal Development Planning**

The concept of Personal Development Planning (PDP) will be introduced and monitored through the FdA Mental Health and Wellbeing at Level 4 via the Foundations for Practice module and again at Level 5 via the Supporting the Professional Role in Practice module.

The integration of PDP will enable students to:

- develop skills of reflection on their academic, personal and professional development within clear and guided boundaries
- increase self-awareness of their own skills, capabilities and attitudes
- improve individual learning, capabilities and aptitude through taking responsibility for their own personal development and self-directed learning
- identify personal development needs, areas of strength and areas for improvement in order to direct change
- set goals, plan, action and review personal progress
- compile records of learning achievements and experiences including a skills log,

- personal reflections
- plan realistically for career progression and manage individual career progression and lifelong learning

In order to facilitate PDP and ensure that it is fully embedded in to the students' learning experience all students on the programme will be required to attend a Student Engagement Officerial session once a week.

Development of the range of study skills necessary to succeed in the assessment process will be addressed in the 'Study Skills' module and the topics covered here will underpin the academic advancement of students as they progress throughout the programme.

Student Engagement Officer sessions will also incorporate one-to-one reviews where each student will be encouraged to reflect on their own strengths and weaknesses and the progress they are making towards their personal goals.

## **16. Admissions criteria**

**For students entering via the optional Foundation Entry route, the following admission criteria will apply:**

Entry requirements for this course are 160 tariff points at A Level or equivalent, 5 passes at GCSE or above, including GCSE Maths and English at Grade C or above, a minimum proficiency in English of IELTS 6 or equivalent. Consideration will be given to applicants who have equivalent vocational or experiential learning gained within a Health and Social Care environment. All applicants are interviewed and will be subject to numeracy, literacy and values based assessment, dependant on their chosen progression route.

**For students entering directly onto the Foundation Degree, the following admission criteria will apply:**

**We would normally expect applicants to produce evidence of a number of the following:** □

- A minimum of 160 UCAS points or 64 UCAS points (new tariff)
- Two A-Levels
- BTEC Extended Diploma in Health and Social Care or a related subject
- Access qualification in a related subject
- Substantial work experience in the health field
- International Baccalaureate

Mature students may not meet the standard entry requirements but they may still be considered for a place on the course. Mature students with no qualifications may offer experience in other forms such as life experience, work experience and continued personal and professional development. All students are interviewed and selected on merit. This course offers the opportunity for mature students who may have been out of education for a while, or without traditional qualifications, to up-skill.□

**UK and EU Entry:** Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not the first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include: □

- TOEFL written examination score of 550 plus a test of written English (at 4) □
- TOEFL Computer Equivalent score of 230□
- Proficiency in English (Cambridge) at Grade C or above□

All students must be prepared to undergo and prove they have an enhanced DBS suitable to work with vulnerable adults and children.

**17. Key sources of information about the programme**

- [www.hughbaird.ac.uk](http://www.hughbaird.ac.uk)
- Hugh Baird College
- [www.ucas.com](http://www.ucas.com)
- Student handbook
- [www.uclan.ac.uk](http://www.uclan.ac.uk)