

Programme Handbook 2018-19

Health and Social Care

SOC-2018



WELCOME

Welcome to Blackpool and The Fylde College and to the Health and Social Care (SOC-2018) programme.

This **Programme Handbook** aims to provide you with the key information you will need to settle into and get the most out of your programme of study here at the College leading to successful completion of your programme. It will provide you with an overview of the programme content, how individual modules are organised and delivered, how and when you will be assessed and how overall grades final results are determined. In addition there is information on the help and general support available to you as well as making it clear what you need to do if you should encounter any specific difficulties in progressing as planned on the programme.

There is also further information available in the **College Student Handbook** which includes guidance on term times, Travel to College, Attendance Expectations, College Facilities, Student Services, and Student Representation amongst other useful information.

It is strongly recommended that you keep both this **Programme Handbook** and the **College Student Handbook** readily to hand if you are to get the most out of the time you will have invested in participating in your valuable and hopefully enjoyable learning experience.

We appreciate that as students in order for materials to be fully accessible you may have a preference for a specific font size or colour of text/paper. To ensure that your needs are considered this handbook is available electronically.

GENERAL INFORMATION ABOUT YOUR PROGRAMME

Programme Code	SOC-2018
Programme Title	Health and Social Care
Teaching Institution	Blackpool and The Fylde College
Professional, Statutory and Regulatory Body (PSRB) Accreditation	None
UCAS Code	
Language of Study	English
Version	1

Programme Awards			
Award	Award Type	Level	Awarding Body
LU Foundation Degree in Arts	Foundation Degree (240 credits)	Level 5	Lancaster University
LU Bachelor of Arts with Honours (Top-up)	Honours Top-up Degree (120 credits)	Level 6	Lancaster University

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ)

The Framework for Higher Education Qualifications (FHEQ) ensures the comparability of Higher Education qualifications in England, Wales and Northern Ireland. The framework describes the achievement represented by qualifications and the various awards which may be granted by a Higher Education provider with degree awarding powers. All students pursuing Higher Education programmes at Blackpool and The Fylde College are awarded qualifications aligned to the FHEQ upon successful completion of their programme.

Level	4	5	6	7	8
FHEQ Level	Certificate (C)	Intermediate (I)	Honours (H)	Masters (M)	Doctoral (D)
About this level of qualification	Level 4 These qualifications are work-related (vocational) higher education qualifications. While bachelors degrees tend to focus on gaining knowledge, HNCs are designed to give you the skills to put that knowledge to effective use in a particular job.	Level 5 These qualifications are designed to equip you for a particular area of work – as well as giving you the general skills that are useful in any type of job. They're university-level qualifications, but are designed with work in mind, with the help of employers from that sector.	Level 6 These qualifications are designed to give you a thorough understanding of a subject. They help you develop your analytical, intellectual and essay or dissertation writing skills. You'll also have much more of a say about the direction your learning takes than you've had previously.	Level 7 These qualifications are of academic study. They can be research based, a taught course, or a mixture of both, and will take at least 12 months of full-time study to complete. You may also have to submit a dissertation at the end of your course.	Level 8 This level gives you the opportunity to undertake an original piece of research. It will usually take at least three years of full-time study to complete. Many doctorate courses lead to a qualification such as a Doctor of Philosophy – a PhD or Dphil.
Qualifications that are available at this level	Higher National Certificates (HNC) Foundation Studies (FS) Diploma	Higher National Diplomas (HND) Foundation Degrees (FD) Diploma of Higher Education (DipHE)	Bachelor Degrees (BA, BSc) Bachelor Degrees with Honours (BA Hons.) Professional Graduate Certificates in Education (PGCE)	Masters Degrees (MA, MSc) Postgraduate Certificates and Diplomas Post Graduate Certificates in Education (PGCE)	Doctoral Degrees

PROGRAMME OVERVIEW

This programme is aimed at those working or aspiring to work with individuals, families and groups in a range of health and social care settings. This includes working in specific health and social care disciplines with vulnerable adults, older people, individuals with disabilities or chronic disease, substance misuse and individuals with mental health issues.

The Foundation Degree in Health and Social Care provides strong links to practice to develop an understanding of the social, political and economic issues in the health and social care sector, locally, nationally and internationally. You will be introduced to a range of theoretical perspectives to enable you to develop and contextualise key aspects and drivers for change within the sector.

You will develop a critical understanding of the contemporary issues that impact on this diverse sector and client group while developing knowledge and skills sought by employers. A range of guest speakers currently employed within the sector will regularly provide an insight into working in diverse areas of the field, forging strong links between academic theory and practice.

You will establish links to your professional practice as you explore the range of skills and attributes needed to develop as a resilient health and social care practitioner. The module content will address a variety of contemporary issues in order for you to broaden your knowledge base of current and relevant topics.

The BA (Hons) top up will provide you with the opportunity to focus, with a greater critical perspective, on the theories which inform key health and social care practices. On successful progression to the top up, you will have the opportunity to lead research in the sector which aims to improve practice for both clients and professionals.

You will develop an understanding of the diverse needs of clients within the sector, ranging from birth to death. This understanding will enable you to forge links between theory and practice and transfer skills developed in a classroom setting and apply these into professional practice. There will be opportunities for you to critically analyse the area of health and social care from an international perspective and further explore current issues existing within the sector. You will continue to develop the skills of leadership and management to enable you to work strategically in senior roles within the industry.

PROGRAMME AIMS

Foundation Degree Health and Social Care

- To develop digital and academic literacy skills in the production of a range of resources in a variety of communicative modes.
- To provide students with a variety of contexts in which to develop knowledge of reflective theory and apply this in practice.
- To provide students with the opportunity to gain access to contemporary knowledge, skills and attributes directly relating to the physical, mental, cultural and social well being of service users.
- To provide opportunities for students to appreciate the relationship between policy and practice and the impact on the sector.
- To develop an awareness of ethical safeguarding procedures and how these are implemented within the health and social care sector.

BA (Hons) Health and Social Care

- To engage students with a dynamic interchange between theory, research and practice and to foster an understanding of the changing nature of the psychological, socioeconomic factors that impact on service users lives.
- To facilitate and encourage student acquisition of vocationally relevant qualifications to promote contribution toward the development of health and social care services.
- To progressively develop students cognitive, key transferable and where applicable practical skills through multi-disciplinary, inter-disciplinary and progressive modular content that directly relates to a successful career in a wide variety of sector specific roles.
- To promote research skills that enable students to make recommendations for changes to practice that will support the development of improved practice for health and social care service providers and client groups.
- To embed ethical practice and work in collaboration with multi-disciplinary services.

PROGRAMME LEARNING OUTCOMES

Level 5

Upon successful completion of this level, students will be able to:

1. Examine a range of philosophical, historical, psychological, sociological and health perspectives and how these underpin the wider concept of health for client groups and communities.
2. Identify multiple perspectives to health and social care issues, recognising that the study of health and social care involves a range of research methods, theories and evidence.

3. Evaluate the appropriateness of different approaches to therapeutic intervention and treatments for clients in the sector.
4. Discuss the importance of securing and maintaining robust relationships with individual service users, services and the community as a whole.
5. Apply digital and academic literacies to plan and manage continued personal and professional development including reflection as a tool for growth
6. Analyse the impact of cultural, historical and contemporary policies on service provision and the impact on service users both locally and nationally
7. Examine leadership and management in the context of the health and social care sector, analysing the strategies required to lead, support and work collaboratively with others including service users, colleagues and other professionals.
8. Apply principles of research methodologies, ethics and data collection to examine and evaluate issues in health and social care practice.
9. Critically appraise contemporary initiatives and interventions within specific sector provision of the health and social care sector.

Level 6

Upon successful completion of this level, students will be able to:

10. Critically examine social inequalities and consider the impact on a range of culturally diverse backgrounds and where appropriate act as an advocate for service users, families and communities.
11. Critically examine the interrelationships between political, economic, cultural and ideological contexts in the lives of service users and their families.
12. Critically analyse the contribution of legislation and policy to practice with service users and families in a range of health and social care settings.
13. Critically evaluate the role of practitioners and service users values and principles, taking into account the diversity of client groups throughout the life cycle.
14. Use research and inquiry skills to critically investigate health and social care practices in order to analyse data and draw considered conclusions and recommendations.
15. Produce critical arguments for improvements to multi agency and multi professional practice for service users with particular emphasis on ethical working and safeguarding practice.
16. Critically analyse the role of leadership and the impact of change within the health and social care sector.

PROGRAMME STRUCTURE & ASSESSMENT OVERVIEW

Pathway	Module	Level	Credits	Coursework	Practical	Written Exam
Stage 1: Year 1						
Stage exit award: LU Certificate of Higher Education (Awarded by Lancaster University)						
All	BFC401-S: Academic and Digital Literacy (Humanities) (Mandatory)	4	20	50%	50%	
	SOC401: Legal and Ethical Issues (Mandatory)	4	20	100%		
	SOC402: Reflective Practice in Health and Social Care (Mandatory)	4	20	50%	50%	
	SOC403: Social Policy (Mandatory)	4	20	100%		
	SOC404: Quality Assurance (Mandatory)	4	20	60%	40%	
	SOC405: Safeguarding (Mandatory)	4	20	100%		

Stage 2: Year 2
Stage exit award: LU Foundation Degree in Arts
(Awarded by Lancaster University)

All	BFC502-S: Work Based Research Project (Mandatory)	5	20	80%	20%	
	SOC501: Developing a Resilient Workforce (Mandatory)	5	20	50%	25%	25%
	SOC511: Children and Families (Elective)	5	20	100%		
	SOC512: Risk and Prevention (Elective)	5	20	100%		
	SOC521: Ageing Health and Wellbeing (Elective)	5	20	50%	50%	
	SOC522: Theory, Policy and Practice (Elective)	5	20	100%		
	SOC531: Learning Disability (Elective)	5	20	100%		
	SOC532: Therapy and Intervention (Elective)	5	20	100%		
	SOC541: Mental Health (Elective)	5	20	70%	30%	
	SOC542: Stigma and Intervention (Elective)	5	20	100%		
	SOC551: Substance Misuse (Elective)	5	20	100%		
	SOC552: Strategies, Policy and Practice (Elective)	5	20	100%		

Stage 3: Year 3
Stage exit award: LU Bachelor of Arts with Honours (Top-up)
(Awarded by Lancaster University)

All	SOC601: Global Perspectives on Health (Mandatory)	6	20	75%		25%
	SOC602: Human Rights (Mandatory)	6	20	50%		50%
	SOC603: Dissertation (Mandatory)	6	40	100%		
	SOC604: Policy and Practice (Mandatory)	6	20	100%		
	SOC605: Leadership and Change (Mandatory)	6	20	100%		

WHERE WILL I STUDY?

This programme may be studied at the following location:

B&FC University Centre

The majority of higher education courses are delivered at our University Centre in central Blackpool, within easy reach of student accommodation, shops, restaurants, bars and the promenade. This multi-million pound complex provides higher education students with a dedicated campus, with the major teaching and support facilities conveniently converging in an attractive central courtyard. The open-plan Central Hub houses a refectory, chill-out zones and the central learning resource centre. A unique and important addition to the Centre is our Gallery, housing works by both our own students and independent artists.

GETTING STARTED

At the start of your course, your tutors will guide you through an initial induction which is designed to ease you into university life and higher level studies. Activities generally focus on helping you to find your feet, make friends and plan your studies. It can also traditionally be the time when students get to let their hair down and familiarise themselves with both the College and the local area before getting down to the more serious business of studying.

Our annual Freshers' Fair is a fun, vibrant event and a great chance to find out more about what's on offer locally, with representatives from the B&FC Student Union, Higher Education Learning Mentors (HELMs) and our Disability team including the Disabled Students' Allowances, access arrangements and reasonable adjustments. Local attractions, restaurants, health and fitness centres, clubs, bars and more will also be there. Support organisations and charities are represented too, along with B&FC's own clubs and societies and sports teams.

COURSE OPTIONS

In your first year of study you will undertake six core modules. These modules are mandatory and will provide you with the underpinning knowledge to progress to level 5 of the Foundation Degree in Health and Social Care.

The modules are

Academic and Digital Literacy

This module will support the development of your academic and digital literacy skills which are not only the key features of successful undergraduate study but will contribute to your achievements across all other modules in your programme. You will, as you work through the module, be expected to develop knowledge of digital software to improve how you work with digital and traditional information sources and to enhance your Information Communication Technology (ICT) computer skills. The module will introduce you to strategies for locating, interpreting, evaluating and manipulating information to support academic study. You will review academic stimulus material in order to integrate information from traditional and digital sources. A key component of academic and digital literacies is to research and enquire digitally, share, present and record information professionally and ethically appropriate to your subject discipline. You will also develop critical reading and thinking skills which will be applied to your assessed work in all your modules. This module will use the subject content of another module delivered in that semester to support the development of academic and digital process skills which are directly relevant to your studies. This will not only help reinforce knowledge in your chosen subject discipline but will equip you with graduate abilities that are transferable for those studying humanities and social sciences and will be an asset to your future employability. It is expected that as you work through the module you will develop your confidence in and ability to use digital sources and academic literacy techniques to enable you to study and learn effectively in your subject discipline context.

Ethical and legal Issues

This module will explore the evolution of the English Legal System with consideration to the connectivity of ethical theory and the legal system in which we practice. Ethical standards of practice will be explored and the consequences of breaching ethical codes of conduct will be considered from both the service user and providers perspective. The rights of the service user will be defined with specific consideration of protected characteristics.

You will be given the opportunity to explore how failure to meet legislative duties in the Health and Social Care sector can escalate within the English Legal System and you will consider the impact on practitioners and service users of such legal action. This module will encourage you to recognise the need to protect yourself as a practitioner and the necessity of protecting vulnerable service users under Duty of Care and ethical frameworks.

Reflective Practice in Health and Social Care

Reflective Practice underpins the role of the Health and Social Care practitioner. Understanding reflective theory is key to developing recognition of the link between career progression, the quality of the service provision and the impact on the service user. In this module you will be introduced to reflective models and theories that can be utilised to improve the skills, qualities and attributes required

of a professional health and social care practitioner. The module will explore Continuous Professional Development within the sector and allow you to focus on the benefits this brings to your career development. Strategies will be investigated that can be implemented to enhance future personal planning and vocational progression. Professional boundaries and codes of conduct will be examined within service provision enabling students to reflect on their chosen placement. Challenges that may be overcome within the work place will be explored and the value of building a resilient Health Care Practitioner will become evident through participating in research and reflective tasks.

Social Policy

This module will give you the opportunity to discuss the Welfare State and the impact that government policy and practice has on people who require guidance and support. You will be asked to identify the different political ideologies that have a direct influence to the formation of policy. Through exploration of the reasons for the inception of the Welfare State and by identifying the key policy makers who contributed to this you will consider the historical timeline of events and explore how this has impacted on the health and social care practice today.

You will address inequalities in service provision and access to services will be considered with a strong focus on the impact of developments such as the NHS and wider services in enhancing life chances for those often marginalised in society, including those with protected characteristics. The impact of poverty, socio economic status and the effect of policy designed to address such issues will be explored throughout the module and will form a basis of discussion and preparation for level 5 study and research.

You will be able to identify influences on life chances, considering the impact of inequality and life limiting issues for service users, communities and families such as disability and cultural difference. This module will support you in tracing policy development from the welfare state era to the creation of contemporary policies within service provision today.

Quality Assurance

Quality and quality assurance methods have revolutionised theories of competency in care. The development of bodies such as the CQC has ensured that inspection frameworks are at the forefront of organisations practice. The assurance that care is regulated and reviewed brings with it implications for service providers, practitioners and service users. The duties of all involved in care to meet regulatory requirements are paramount. In this module you will be exploring and developing an understanding of the requirements of quality assurance frameworks that underpin all health and social care practice. The purpose of this module is to firstly examine the requirements of an effective practitioner by exploring the key skills and competences outlined within the academic description of professionalism and secondly to relate this to the wider framework of requirements and standards within the quality assurance process.

The module will also introduce you to key legislation, core standards and governance systems that regulate and underpin all health and social care practice in England. You will explore and review quality assurance frameworks, principles and processes that, together, formulate a professional approach to securing quality assurance in health and social care services. The module aims to enhance understanding of professionalism within a framework of quality assurance developing a higher level of informed practice that will enable you to be an effective, confident and accountable practitioner in a challenging and ever-changing sector.

Safeguarding

This module recognises that safeguarding and protecting people from abuse is a serious issue for those working in the sector and demands a range of skills including critical thinking, resilience and self-awareness to be an effective practitioner. This module is designed to assist you to recognise how the safeguarding process works within the health and social care sector. The module aims to increase the confidence of practitioners working with individuals and enable them to understand the processes involved in order to be able to deliver a more proactive approach to safeguarding within sector guidelines. You will examine and evaluate historical serious case reviews and identify the failings in safeguarding practice. The module will allow you to examine the conceptual issues of needs, protection and vulnerability in respect of those who require safeguarding with the major forms of abuse being

considered against this background

On your second year (Level 5) of the Foundation Degree you will take 2 core modules the first being the Work Based Research project which will provide you with the opportunity to develop your research skills by undertaking a research project within your work/placement. The other core module will be Developing a Resilient Workforce which will allow you to explore the importance of being resilient while working with challenging and diverse client groups. The other four modules studied on Level 5 will be chosen from the five pathways on offer.

1. Children and Families
2. Substance Misuse
3. Mental Health
4. Ageing, Health and Wellbeing
5. Learning Disability

You will be required to choose two areas of interest from the above five for example Substance Misuse with Mental Health where you can construct a degree relevant to your career aspiration, area of interest or current employment.

The modules in each pathway are as follows

Children and Families pathway

Children and Families

This module will provide input on the theories of family dynamics and change, families in crisis and intervention and assessment strategies which operate nationally and locally. This module will introduce you to the challenges and opportunities of working positively with children and families. You will be invited to consider the implications of diverse family structures, how families function and family dynamics. Of crucial importance in this module is the assessment process; you will be introduced to the basics of assessment and the fundamental principles underpinning intervention, safe-guarding and inter-agency work. You will consider personal and professional boundaries. As a result of studying this module you should be able to explain a range of family structures, the impact of specific (and often multiple) needs on families, the impact of multi-agency work and the impact of social policy. Students who take this module will then proceed to the semester two module Risk and Prevention for Children and Families.

Risk and Prevention

This new module will further develop your knowledge on theory and practice working with families in crisis, vulnerability and cultural concern. This module will provide you with an extension of knowledge from the Children and Families module and allow you to further explore marginalisation, access to services and a range of interventions. Safeguarding processes and intervention will be further evaluated with an emphasis on securing positive outcomes for children, young people and families. A range of causation models and risk assessment strategies will be explored in depth.

Substance Misuse pathway

Substance Misuse

This module will encourage you to challenge perceptions about substance misuse. You will analyse statistical data, evaluating the source and identifying precisely what is meant by substance misuse and what the overall effects are upon society. You will be introduced to the effects of various drugs and invited to interpret trends. Methods of addressing substance misuse will also be introduced giving you a broad introduction to the subject area. Legislation in contemporary Britain and the historical context of law will be focused upon. Causation and strategy to reduce drug use will be explored. You will assess the nature of dependency addiction in all forms to inform current practice in this area of specialised work.

Strategies, Policy and Practice

This module will build on the outcomes of the Social Policy module and explore in depth the many

factors influencing the development and application of social policy in factors relating to substance misuse. The historical social, regional, national and international agents of change and their impact on the provision of drug and alcohol services will also be analysed. You will be given the opportunity to analyse welfare policy and to evaluate sufficiency and deficiency in provision of specialist services and the potential effect upon individuals, their families and communities. The module will trace developments in politics and social policy from 1900 to the present day, comparing and contrasting major competing perspectives in drug related service provision. You will have the opportunity to consider how policy is applied, with particular reference to inequalities in service provision, the capacity for change and determining future trends in drug related activities and interventions.

Mental Health pathway

Mental Health

Approximately one person in four will, at some stage in their life, experience mental health problems, sufficiently serious to require professional help. During the course of their period of illness, they may require the services of a G.P. Social Services, Social and Health workers, working either separately or in tandem. During this module you will evaluate perspectives on mental health, legislation and policy and services in meeting the needs of those with mental health issues. You will assess causation theory and seek strategy to improve therapeutic service provision and practice for those facing mental health issues.

Stigma and Intervention

This module will build on the Mental Health module offering consideration of the impact of stigma, social isolation and marginalisation on those with mental health issues. You will focus on the role of society and the media in further impeding recovery. A range of contemporary therapeutic interventions will also be considered alongside the role of assessment and traditional treatment. You will critically analyse societal perception, modes of discrimination and services for those facing mental health challenges.

Ageing, Health and Wellbeing pathway

Ageing, Health and Wellbeing

This module provides a focus for consideration of an ageing population, wellbeing and the perception of age in society. Equality, family dynamic and quality of life are key to this module. You will be invited to discuss the implication both of the ageing process itself and of society's perspectives on old age. You will explore the changes that occur in later life, biological, social and physical. You will consider sociological perspectives on ageing, along with cross-cultural perspectives. The module will offer you the opportunity to explore the ageing process in all its manifestations, from literary portrayals of ageing, through sexuality in older people, the psychology of ageing and the effects of retirement, to the health implications of the ageing process. You will also explore the positive aspect of ageing such as increased leisure time and family time.

Theory, Policy and Practice

During this module you will focus on factors which have a significant impact on aging health and well-being matters such as vision loss, reduced mobility, and cognitive capacity in relation to the physical and social surroundings in which the individual subject resides. You will examine, amongst a range of other topics, social interaction patterns and their effect upon the well-being of older people. The psychological perspective of this module considers cognitive and social changes in old age through a range of psychological theories, including social disengagement theory, activity theory, and socio-emotional theory. You will explore major life events such as retirement and bereavement and their psychological effects. The module will incorporate a focus on Dementia, Alzheimer's and end of life provision to prepare you for work related activity in the industry. It will also focus on the positive aspects of ageing including retirement, enhanced opportunity for lifelong learning and enjoyment to enable you to provide support that is holistic and tailored to individual needs.

Learning Disability pathway

Learning Disability

The phrase 'people with intellectual disabilities' is one that has gained international currency in recent times and may eventually replace learning difficulties as the more appropriate term for the range of people to whom it may apply. People with intellectual disabilities may require a complex and diverse range of services and support to enable them to live their lives.

This module will introduce the topic of learning disability, exploring the relationships between social care work, health care and social work in these fields. You will be introduced to aspects of the laws relating to mental health, mental capacity and care standards. Subjects which are considered key to the sector and staff confirms the relevance of this module to the needs of the specialist staff required by the sector.

Therapy and Intervention

This module will contextualise the nature of therapy and consider the range of traditional and contemporary treatments and therapies. It will incorporate Person Centered Planning theory with a keen focus on sector practices. Evaluation of such practices is key critical in promoting equality and inclusion of those with learning disabilities. Intervention and support in the community will be scrutinised as pressure on services increases. Throughout this module you will critically appraise the adequacy of intervention and seek strategy and practice that will improve the lives of those with learning disabilities and their families.

At Level 6, the BA (Hons) top up year you will study 4 mandatory modules and engage in a piece of research for the Dissertation module.

Modules are:

Global Perspectives

This module will provide you with the opportunity to conduct a comparative analysis of a specific aspect of health services providing you with an insight into the approaches services adopt in practice, along with an understanding of how these practices vary in international and global contexts. You will examine different international approaches to health and social care and the provision of services and consider cultural similarities and variations in approaches. You will explore global issues and perspectives on health including health promotion campaigns and assess the impact of culture on health strategies. The wider political, societal and economic perspectives of the country and how this impact on the provision of services will be explored and comparative analyses provided. You will be required to compare and contrast approaches utilised in the UK with one other country, evaluating the issues within each country and identifying best practice.

This module provides the opportunity to critically analyse comparative practices involved in providing services and to evaluate any religious and cultural implications. National, voluntary, charitable and independent providers of services will be examined, their features analysed and compared to internationally recognised approaches. You will be given the opportunity to evaluate policy development both in the UK and the wider international arena, taking into account the economic and political contexts.

Human Rights

This module will explore the development of the concept of Human Rights in both an international and national context. Whilst the primary focus will be on the rights and responsibilities of practitioners and service users in the context of health and social care, the module will also consider some of the wider implications of human rights legislation in ensuring equality of access to human rights provision for vulnerable client groups in society. You will consider definitions of human rights, their conceptual development and their application in the context of sector provision.

In this module you will be given the opportunity to consider a range of legislation and conventions undertaking a critical analysis of the instruments by which human rights may be enforced. You will consider the rights of service users in the context of a number of themes including: poverty, gender, culture, age and faith. This module will also encourage you to consider those in our society who may

have limited or restricted rights and those who may be particularly vulnerable to human rights abuses

Policy and Practice

This module is designed to give you an opportunity to critically investigate the policy landscape that formulates some of the approaches used in the health and social care sector. You will be expected to identify how changes in the health and social care sector have an impact on the people that the services support. The way that professionals and service users can collaborate and contribute to social policy will also be discussed with a focus on theories of democracy and consultation.

The module will look at the efficacy of national policies and local approaches to inequality, exploring how political ideologies can combat health inequalities. Where inequality is not approached effectively the module will appraise the means in which Government may come under pressure to rectify this, acting as a driver for policy change. This module will not only give you the awareness of the policies within which we operate as practitioners but also the background to their formation and their underlying aim. It will highlight the way in which policies are influenced by the ideology of Government, allowing for critical examination of these ideologies. You will explore how policy is formed, what impact it has on clients and families and how policy can be challenged.

Leadership and Change

This module is designed to link leadership and management systems and strategic change processes underpinned by advancements and changes within the health and social care sector. The module will encourage you to delve into the complexities of legislative change within the sector and discuss the impact of government agendas helping you to understand the impact of this on the frontline services offered. This exploration will then provide opportunities for change strategies to be examined in relation to work with front line staff who are the recipients of decision making by those at a managerial level. The impact of change can be destabilising and you will be invited to explore how the continual evolution of health and social care services can be managed in a positive manner. This module will introduce change cycle models that will be applied to the sector for enacting change in services and with clients. An understanding of the change models will then facilitate critical evaluation of the relevant competency indicators of change management strategies and promote critical discussion of some of the practical change management strategies used in the health and social care sector.

Dissertation

This module will enable you to demonstrate the application of the analytical, investigative and evaluative skills developed during the course. The module will provide the opportunity to pursue issues relative to the discipline of health and social care in depth and undertake your own research with limited supervision. You will be supported to plan and produce a written dissertation, where you will apply specific knowledge in order to make informed judgments and speculate on possible solutions in relation to the collection and analysis of primary data.

This module provides the opportunity to further develop primary and secondary research skills and apply these to a research study. Furthermore it aims to enhance skills in critical analysis, reflection and evaluation to enable the formulation of ideas and the development of valid conclusions and recommendations. As a significant piece of independent work, the dissertation provides the opportunity to communicate ideas effectively and professionally in written formats thus developing significant transferable and employability skills. Finally the dissertation encourages the development of self-management and independent learning through the planning, operation and completion of an extended piece of work.

STUDY WORKLOAD

You are required to attend the University Centre for one day per week when undertaking the Foundation Degree and BA (Hons) programme. Further independent study is a necessity throughout the duration of the programme where you are expected to engage in additional reading, research and the completion of assessments for approximately 10 hours per week per module.

LEARNING AND TEACHING

You will experience a wide range of teaching and learning methods whilst on this degree programme. Traditional taught lectures are supported by participative seminars where discussions on topics can be more fully explored and deliberated to extend engagement with complex concepts. You will be encouraged to participate fully in such discussions and in some cases the sessions are student initiated and led. Online delivery podcasts/recorded lectures from the wide range of guest speakers and the programme delivery team will also be provided for you in order to support your directed and independent learning.

Role play and many other forms of active learning such as debate, discussion, group work, case studies and research tasks will be used to help you make the connection between theory and real work practice. Guest lecturers from the sector will deliver a number of specialist sessions, providing first-hand accounts of sector initiatives, challenges and evidenced based practices. As part of the foundation degree you are supported in developing research skills, such as design, data collection and analysis and you will be encouraged to engage in design to explore a topic of your own choice. At level six in the BA (Hons) year you will work with your supervisor to produce an honours level dissertation in which you will apply your research, enquiry skills and knowledge to recommend changes in practice and policy within the health and social care sector.

Independent Learning

All higher education programmes are designed so that you are able to progressively develop independent learning skills and aptitudes. Learning independently is a key skill of all graduates when they enter the work place and one which we aim to develop further during your time with us.

As you begin your programme you will be more intensively supported to develop the skills of learning and learning how to learn. As you progress you will be given the opportunity to apply these skills and to manage your own study time and activities with the goal of becoming a truly independent learner ready to get the most out of graduate employment opportunities.

Your Personal Development planning activities are a key component in developing these independent learning skills and with support from your tutors, support mentors and peers can help you to organise and structure this aspect of your learning and development

WORK BASED AND PLACEMENT LEARNING

It is a requirement of this programme at both Foundation degree and BA (Hons) level that you will be either in paid employment or voluntary work for a minimum of 6 hours per week throughout the lifetime of the programme.

We have a dedicated database of sector links and placements through our extensive employer links which can be utilised if a student cannot find a suitable placement, or wishes to gain experience in a different area in the field of health and social care. In some cases students take advantage of our employer links, shadowing, volunteering and at times gaining paid employment in a range of the diverse roles required in this sector. Guest speakers and employers visit tutorial sessions to showcase their service and inform students of positions that are available in their service.

Modules such as Safeguarding at Level 4 seek to replicate real life scenarios and case studies on multi agency practice are used as a basis for assessment. This enables students to explore sensitive and controversial topics in a safe learning environment with tutors on hand to guide and support as necessary. Sector specialists will be on hand to deliver contemporary perspectives on safeguarding and again give first hand experiences of safeguarding in practice within confidentiality reimits.

Throughout the final year of the Foundation Degree you are encouraged to reflect on the links between theory and practice with the use of logs and discussions, focusing on the role of resilience and well-being in the workplace as a key outcome for sustainable change. Level 6 asks you to incorporate your knowledge and skills gained from the Foundation degree and to focus on the use of legislation and policy as an influential factor on clients lives. The module Human Rights asks you to focus on those in our society who may be overlooked and isolated; you will draw on your experiences from practice here to make recommendations about improvements in service delivery. Inextricable links to the health and

social care sector are embedded throughout this programme at all levels and are used to ensure that currency and improvements are explicit from the graduate workforce.

GRADUATE SKILL DEVELOPMENT

The Foundation Degree and BA (Hons) Health and Social Care seek to promote the development of key graduate skills throughout the programme, ensuring you are prepared for all employment opportunities and for post graduate study.

The programme encourages you to work collaboratively with each other, on peer centred projects and presentations to enable you to develop high level communication skills. You will consider global, national, regional and local features within Health and Social Care and at Level 6 you will use your research skills to investigate global health comparing strategies used to resolve a range of issues. You will actively engage with research and develop autonomy as your research skills progress from project work at Level 5 to dissertation work at Level 6. As part of your dissertation you will focus on an issue within the sector and engage in research to devise possible interventions to alleviate or resolve the issue you have identified as a focus of your study. Any research is subject to ethical approval and you will explore issues in preparation for gaining ethical approval for your research work. You will consider your role within the community and indeed, globally and it is hoped that you will question some of your personal, social and political beliefs as you develop new knowledge based on your growing understanding of the developing world.

Via continual reflection on your own role, responsibilities and aspirations you will be offered the opportunity to plan your future with expert tutors who all have sector experience and are specialists in their own right. In developing your digital and academic literacies you will engage in the online environment to support your studies, researching, uploading and sharing discussions with peers that showcase your communication skills.

ASSESSMENT

You will be assessed in a variety of ways on the programme. Written essays will provide evidence of your knowledge and academic report writing skills and will enable you to hone the skills needed within the workplace; particularly in a care setting where emphasis is placed on your ability to record information fully and relay it thoroughly to others to serve client needs.

Presentations are used as an assessment method on this programme and provide you with the opportunity to research a topic and then deliver a small scale presentation to your peers supported by a seminar paper / report. In this way, oral communication skills are assessed and these presentations enable you through sustained practice to build your confidence when delivering to wider audiences such as managers, local authority personnel and to develop your interview skills.

Research project work in the Work Place Learning module on the Foundation Degree will help you to develop key research skills required for advancement on to the Level 6 BA (Hons) top up year where you will produce a dissertation for assessment.

We promote the use of online assessment and you will participate in a number of live online debates, quizzes and a 'pieces to camera' for assessment. As you progress through the programme you will gain the confidence and skills to verbally articulate your knowledge and understanding to your tutor and peers providing you with necessary technology skills which are now required in every work place.

Reflective logs and diaries will enable you to set goals, review achievement and plan future goals and these will be monitored throughout your course and will count toward assessment at level 4 and level 5. Seminars may be recorded to enable you to learn from your peers and to reflect on sessions more fully through online deliberation and debate on the Moodle platform. Case study work is integral in this field of study providing an opportunity to focus on real life situations. This method encourages a dedicated focus on specific scenarios and complex cases to support you in identifying the most appropriate interventions in a safe learning environment.

All your assessments on this programme will receive detailed tutor written and verbal feedback,

enabling you to act on developmental advice and maximise your opportunity to obtain a good degree classification.

Assessment Methods

Some assessments may already be very familiar, such as essays, exams, and reports. However, in higher education there are a great many varieties of assessment depending on the subject, the level and the type of course. Our higher education courses often integrate academic and work-based learning so assessment may include aspects of personal reflection, portfolio building and case studies. Here's a bit more detail about some of the more common types of assessment:

Essay

An essay is an answer to a question in the form of continuous, connected prose, usually with a word limit. Often these are set by the tutors but you may also be asked to formulate your own question with the tutor's help. Essays test your ability to organise your thinking, discuss, evaluate, analyse, summarise and criticise. They also test your skills at making essay plans and reaching a robust conclusion or decision.

Assignment or brief

An assignment or brief is a learning task that allows you to cover a fixed section of the curriculum predominantly through independent study. Different methods of presenting the results can be used dependent on the nature of the task - a report (oral or written), a design solution, a newspaper or magazine article, a video, a poster, a research bid, a book review, a contribution to a debate, etc.

Group project or assignment

This is where either an assignment or project is undertaken by groups of students working collaboratively, helping to develop team working skills and other graduate attributes. In some cases, particularly where the same thing happens in industry, there are particular assignments that can by definition only be achieved in a group. Such assessments will incorporate mechanisms which allow the tutor to assess the contribution of individual members of the group or team in order to allocate individuals with a personalised assessment grade.

Exams

Exams can take a variety of different forms, with the most common sort being done under timed and observed conditions to ensure it is the student's own work. Exams test your ability to think critically, to respond in a structured way to a question and to plan on the spot as well as your knowledge and understanding of the subject. Some of the most common types of exams are:

- 'Seen' where the questions to be answered are given at a pre-specified date beforehand. The intention is to reduce the need for 'question-spotting', to reduce the anxiety and to increase the emphasis on learning
- 'Open-book', where you will have access to specified texts and/or your notes. the intention is to reduce the emphasis on memorising facts, to reduce anxiety and allow more demanding questions to be set
- 'Unseen' where you don't know what the questions are until you sit the exam. Arguably these make you focus on the whole syllabus because anything may appear on the paper
- Multiple choice exams where you simply select from a bank of potential answers. These also assess your decision making skills

Logs and Portfolios

These are an increasingly popular kind of assessment, and involve a collection of all sorts of evidence of your work (often including others' testimony about your work, and feedback you've collected). Portfolios are intended to be a measure of the work of the 'whole candidate', rather than just particular aspects of the candidate's work. They also measure your ability to organise a collection of evidence, in a readable, navigable way. Not least, they test your ability to stick to deadlines with a big, multifaceted job.

Reports

There are many kinds of reports – laboratory ones, field-trip ones, business ones, and so on – each

has its own conventions and preferred formats – your tutors will tell you more. Assessed reports measure your skills at finding out about, and adhering to, the expected report formats and conventions in your subject discipline. They also measure your ability to put forward an organised piece of writing, coming to conclusions, making suggestions for further work, and so on. They often test your skills at interpreting data, making sense of your findings, and so on.

Calculations and problem solving

Usually given in sets – with a deadline for tutor marking, or to bring along completed to a tutorial. These, unsurprisingly, tend to measure your ability to solve problems and do calculations.

Presentations

Lots of students worry about presentations – you normally build up to these as your course progresses and you'll be given lots of support and time to prepare. You may be involved in group or solo presentations, perhaps to some or all of your class, usually with the tutor present. Sometimes peer assessment is used. Presentations measure your ability to talk fluently about a topic, and to answer questions from the group. They also measure your skills at preparing visual aids (overheads, handouts, PowerPoint presentations) to support your presentation. On some courses there are very few presentations. However, in the workplace, more and more people have to be involved in them, so practising on your course is a very good way of developing your skills.

Self and peer assessment

There is strong evidence that involving students in the assessment process can have very definite educational benefits. Not so much a type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment. The important aspect is that it involves the student in trying to apply the assessment criteria for themselves. This might include: a marking exercise on 'fictitious' or previous years' student work; the completion of a self-assessment sheet to be handed in with your work; 'marking' a peer's work and giving them feedback (which they can then possibly redraft before submission to the tutor); or really marking other students' work (i.e. allocating marks which actually count in some way) - a seminar presentation, for example, or a written product using a model answer. The evidence is that through trying to apply criteria, or mark using a model answer, you will gain much greater insight in to what is actually being required and subsequently your own work improves in the light of this.

When will I be assessed?

In the majority of courses you will be assessed throughout your course and you will receive on-going feedback to help you improve your future grades. This is sometimes called formative assessment and is designed to help you learn as you go through your course. Some formative assessment is quite informal; it may be your tutor asking specific questions in class, for example. Other types of formative assessment can include written reports, essays, tasks for seminars etc., some of which are handed in so that written feedback can be provided. You will also be assessed summatively. This just means that once or twice in each module or unit, often at the end, you will complete work that is then graded, where the mark counts towards your final qualification.

At the start of your course you will be given an **assessment schedule** which details the deadlines for all the modules you will be studying that semester. This will help you to plan your work effectively. Your tutors understand that you have lots of commitments so will always try to spread the assignments out as much as they can, although inevitably many will come towards the end of each semester.

How will my work be marked and graded?

The majority of your assessments will be awarded a letter grade as outlined in the table below. Some of your assessments may however be assessed by percentages, which are converted into an aggregation score. Some assessments may also be identified as pass/fail assessments. Such assessments must be successfully passed in order to pass the module, however the aggregate score for the module will be derived from other assessments which are graded. Overall, you must achieve an aggregation score of 9 or above to pass a module.

Further information is available at: <http://www.blackpool.ac.uk/he-regulations>

Category	Grade	Aggregation Score	Grade Description
Excellent Pass	A+	24	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
	A	21	
	A-	18	
Good Pass	B+	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
	B	16	
	B-	15	
Satisfactory Pass	C+	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
	C	13	
	C-	12	
Weak Pass	D+	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
	D	10	
	D-	9	
Marginal Fail	F1	7	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulation
Fail	F2	4	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
Poor Fail	F3	2	Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
Very poor Fail	F4	0	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

What if I experience circumstances which mean I will not be able to complete an assessment?

The Personal Mitigating Circumstance (PMC) procedure gives you the opportunity to inform the College of serious medical or personal circumstances, which you believe, has affected your academic performance in an adverse way before the meeting of the Board of Examiners.

You may have had genuine and unavoidable circumstances that have affected your performance in coursework. These circumstances may have prevented you from being assessed or from submitting coursework on time. In all cases, it is important that you contact the HELM team at HELMinfo@blackpool.ac.uk to say that you are having difficulty completing work and are planning to apply for PMC.

A Personal Mitigating Circumstance Application Form must be completed by you and is available via the College website / Student Administration / Reception. It is your responsibility to complete and submit the form to the HE Student Administration Manager within 10 days of the assessment deadline.

You cannot request an extension to the assignment deadline date. Assignments must be handed in as soon as possible even if they are incomplete. If your PMC application is approved, you will be given an amended deadline and the opportunity to improve your work further.

For full details of this procedure please refer to: <http://www.blackpool.ac.uk/he-regulations>

What if I miss a deadline?

Managing your time effectively is a key graduate skill and you are therefore encouraged to plan your programme workload alongside your other commitments. If you fail to meet an assessment deadline, it will be penalised. Work submitted up to three days late will receive a penalty of one full grade and zero (non-submission) thereafter.

Deadlines are normally set on Mondays and Fridays to avoid the third day occurring at a weekend. Where the third day does fall on a weekend, students will have until 10 am on Monday to hand in without receiving further penalty. The penalties associated with the late submission of percentage coursework are outlined in the academic regulations for your programme.

For more information, please refer to: <http://www.blackpool.ac.uk/he-regulations>

What happens if I fail a module?

Most students pass their work, but if your mark for an individual module is less than the minimum pass grade you will be referred on that module. This means that you will have to be reassessed in the relevant work, however a second attempt will be subject to a penalty as specified within the academic regulations for your programme.

Where Personal Mitigating Circumstances are approved, this will typically prevent any penalties being applied and usually allow the work submitted to be marked as a first attempt.

Moderation

All work that you submit for assessment is marked by your module tutor. A suitable sample is then selected to be moderated by another tutor. This is to ensure that the mark awarded is reliable and not just the judgement of one marker. All of the work you submit is retained by the College to assist our external examiners in the quality assurance of your programme. This may mean that the results you receive during the year may change and should therefore be considered provisional.

External Examiners

Every higher education programme has its own External Examiner whose role is to support the academic staff team in ensuring that the standard of your programme of study is comparable to other programmes in that subject discipline. The External Examiner will confirm that the work that you have produced is of a standard that is expected and identifies any issues that the academic staff team needs to take into account to continually improve the programme. The External Examiner also feeds back on the key strengths that make your programme a really effective and valuable learning experience.

External Examiner reports for your programme can be requested by emailing highereducation@blackpool.ac.uk

Board of Examiners

Once a module is complete, the marks for all assessments are compiled together to create an overall module mark.

The module board of examiners sits at the end of each semester to consider modules in scope. Your overall marks for the year are considered by a programme board of examiners that will make recommendations regarding your progression between levels, reassessment and eventually the award of your qualification. The majority of programmes within the college run an academic year between September and June. Reassessment work will therefore normally be completed during the summer months and submitted by the end of July (the precise date is set by the board).

The board of examiners sits again prior to the start of the next academic year in September where the results of any summer reassessment work will be considered.

Where programmes fall outside of the standard academic year, the timing of the board identified above may vary, however the general process remains the same.

PARTNERS FOR SUCCESS



The Partners for Success framework has been developed from our considerable achievements and successful review outcomes in supporting students and ensuring that they are provided with the best possible opportunities to engage fully with their learning experience and the full life of the college. It outlines how staff, students and the wider college community work to provide a seamless network of support to enable all students to achieve their potential.

Studying at University level can mean quite a life change, particularly if you have to move away from home, juggle study with work or have caring responsibilities while studying. You may also be returning to study after a period away and feel unsure exactly what to expect. Most students new to higher level study also comment on the fact that it can be quite different to their previous studies.

Our central aim is to enable all students to become confident and competent independent learners and achieve to the maximum of their potential through the development of their academic skills, personal well-being, literacies and professional employability attributes.

- We will work in partnership with all stakeholders, students, staff and others to ensure and assure personal change and development through mutual expectations, mutual agency and clear communications.
- We will provide students with a network of support to enable their development and achievement of their personal, academic and professional goals

Key partners in your success are:

- Your Progress Tutor and the programme delivery team
- Careers team
- Student Support and Wellbeing including HE Learning Mentors (HELMS)
- Learning Resource Centre teams

- Student Union
- You!

Your Progress Tutor and the programme delivery team

Here at Blackpool and the Fylde College every student is entitled to receive tutorial support on their programme of study. Tutorials are an important learning activity; they give you the opportunity to engage in dialogue with your tutor on matters of academic progress as well as personal and pastoral issues which may impact on your learning experience.

The benefits of tutorials are that they help you to individualise your learning on programme and to receive constructive feedback on your work specifically and progress generally. Tutorials are an essential component of the B&FC Partners for Success framework which aims to enable your personal and academic development, and maximize your opportunities for success, through coordinating the range of support services available to you through your progress tutor. Tutorials can help you to critically engage with your subject in a way that you may not be able to do in lectures and other forms of learning. Your tutors will encourage creativity and originality of thought that will help you to gain a better understanding of the subject discipline helping you to achieve your potential and experience high levels of success.

You can ensure that you get the most out of tutorials by:

- Proactively seeking out information before the tutorial to prepare yourself for the discussion and dialogue
- Actively engaging in discussion with your tutor.
- Using the tutorial opportunity to ask questions of your tutor and engage in critical discussion.
- Receiving feedback and using this to plan your next piece of work or setting personal and academic targets for future learning activities

The Careers Team

University Centre

Located in the Foyer, ground floor, South Building

Tel. 01253 504474

Bispham Campus

Located opposite the main Reception area in the Hub

Tel. 01253 504298

Student Advisors

Student Advisers provide you with confidential and impartial information on a range of areas, and work to matrix quality standard to ensure excellence of support, advice and guidance to all our Students and prospective Students. Quick-query interviews usually last approximately ten minutes. For example, you might want to ask about job vacancies, for help with preparing for an interview, or advice on financial assistance etc. If you have a more complex query the Student Adviser will make a mutually convenient appointment with you for a longer interview. Careers Information Advice and Guidance and financial Help Group sessions also take place throughout the academic year.

Student Advisers also provide a drop-in service at all Blackpool and The Fylde College Campuses, so you don't need to book an appointment to see an Adviser.

Financial Help and Support

Student Administration can provide you with information and advice on access to help with transport, childcare and HE bursaries.

The Careers Team can help you if you find yourself in financial difficulties and will also help with advice and guidance regarding student loans.

Accommodation

Our Student Advisers can help you find student accommodation and provide advice on costs, and other expenditure i.e. rent bond, gas, electric, TV, phone, travel etc.

Careers Information, Advice and Guidance

The Careers Team are all highly qualified in careers information, advice and guidance and can help you with UCAS applications for entry to Higher Education, with making decisions about progression to other courses, job application, CV preparation and interview techniques alongside career and further training pathways and opportunities. Our team of professional Student Advisers are available to help you with all aspects of your career planning and decision-making, such as:

- Making decisions about your future career
- Planning your job search strategy
- Curriculum Vitae (CV) writing
- Getting relevant work experience - including volunteering
- Making applications and preparing for interviews
- Researching postgraduate study options

At Blackpool and The Fylde, our careers service extends far beyond helping you to pinpoint your ideal career. The emphasis is on tailoring a 'careers package' to your particular aims and aspirations that gives you the skills and experience needed to make you highly employable from the moment you graduate.

That's why all our degrees have a strong employment focus, with opportunities to try out your chosen career area, learn skills that employers are specifically looking for and practice interview and assessment techniques with representatives from industry. We also run an online job shop, backed up by a highly trained team of staff dedicated to making your career goals a reality.

You may be starting your course already clear about what you want to do when you graduate or you may not be sure at this stage. Our experienced and professional team of careers student advisers offer careers and progression advice to guide you towards making the right decisions about your future. Choose from e-guidance, telephone and face-to-face interviews within a small and supportive environment. We also offer pre-course advice and guidance. Underpinning all of this is a vast range of careers library resources together with access to internet-based resources, video resources and computer-aided guidance packages.

Enhancing your Employability

The opportunity for you to develop your graduate skills and attributes is built into all our courses to ensure you graduate not just with subject knowledge but with the ability to embark on your chosen career and hit the ground running. Our programmes also provide an opportunity to discover more about your chosen career area through visits from external speakers and trips to local employers and industry. Some programmes even contain a workplace learning module, where you'll get to spend time with an employer, putting your knowledge into practice and gaining valuable employability skills at the same time.

Getting Ready to Graduate

About a year before you're due to graduate we will invite you to take part in our graduate employability workshops, covering topics such as making the right career move, effective applications and successful interviews. In addition, local employers run mock interviews and facilitate role-play scenarios for students, which replicate the assessment centre experience for newly qualified graduates. These experiences are vital for developing an awareness of your strengths (and playing to them) and gaining an understanding of what graduate recruiters are looking for. Some of our students have even been offered a permanent position on the strength of them.

Student Support and Wellbeing

The Student Support and Wellbeing team will enable you to gain different approaches and techniques to reach your full potential independently through a range of study support and wellbeing strategies. Support offered includes face-to-face on a one-to-one basis, in a workshop or remotely via telephone and online. The team is based at the University Centre and provides support across all campuses Monday to Friday from 8.30am to 4.30pm. Appointments can be made outside these times by arrangement. Further information is available through the virtual learning environment, Moodle. Higher Education Student Support and Wellbeing Services include:

- Higher Education Learning Mentors (HELMs) email: helminfo@blackpool.ac.uk telephone 01253504494
- Disability Support: email dsainfo@blackpool.ac.uk telephone 01253504494
- Counselling Support: email referral only counselling@blackpool.ac.uk
- Wellbeing Support: email referral only wellbeingsupport@blackpool.ac.uk
- Support for care leavers, carers and students who do not have contact with their families: succeed@blackpool.ac.uk
- Safeguarding College Hotline 01253 504444 (9am to 5pm)

HE Learning Mentors (HELM)

The HELM team can support with aspects of student academic life, from settling into university life, helping you gain and enhance study and digital skills as well as to create your own health and wellbeing strategies to work as independent learners. Examples of some of the study skills development and enhancement that we can offer you include:

- Support in settling into Higher Education study, learn how to study effectively and improve your academic writing style.
- Academic literacy skills from grammar, sentence structure through to developing and enhancing expression, the use of language critical and reflective writing.
- Information skills development, such as research, applying theory to your practice / study and referencing.
- Other support includes effective study techniques, planning, structuring and polishing assignments, time management and organisation skills to work smarter not harder, in addition to revision and examination techniques.
- Digital literacy skills support for study
- Providing feedback on your writing style
- Support with Personal Mitigating Circumstances to help you get back on track and complete
- Keeping in touch support for Care Leavers and Carers
- Signposting to other Partner for Success services

In addition to individual support, HELMs deliver a range of study and wellbeing skills through workshops including the 'Flying Start' and 'Flying Further' programmes. These are designed to help you make the most of their course and complement the knowledge and information gained from your course. If you wish for the HE Learning Mentors to deliver a workshop for you and maybe some friends or your tutorial group, liaise with your tutor or direct with the HE Learning Mentors team.

For help, advice and information:

- Phone: 01253 504494
- Email: HELMinfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Disability Support

Disability services provide support for students with conditions that have a “significant, long-term and adverse effect” on their ability to carry out day to day activities and study. These can include on-going, long term or progressive medical conditions including mobility difficulties; mental-health conditions such as depression, anxiety, bi-polar; Autistic Spectrum disorders (ASD); Specific Learning Difficulties such as dyslexia or a sensory impairment such as visual or hearing impairments.

Examples of some of the support that we can offer include:

- Assessment for exam access arrangements such as use of a reader, a scribe, laptop, small group or separate room, assistive technologies and ergonomic devices such as an ergonomic mouse, supervised rest breaks, additional time allowance, and signed communication (please note that the final dates for approved exam access arrangements to be processed are 31st October for Semester 1 exams, and 28th February for Semester 2 exams).
- Support with gaining diagnostic evidence where appropriate.
- Information and guidance on Disabled Students' Allowances (DSA) and other funding, plus support with the application process.
- Support in implementing the recommendations from the DSA and any other reasonable adjustments appropriate for study.
- For further information on the DSA, visit: <https://www.gov.uk/disabled-students-allowances-dsas/overview>
- Liaison with curriculum areas regarding risk assessments.
- Guidance on accessibility. If you wish to check the accessibility of our facilities please visit <http://www.disabledgo.com/en/org-results/blackpool-and-the-fylde-college/college-view-all-venues>
- Signposting to financial support to cover any disability-related needs

For help and information:

- Phone: 01253 504494
- Email: dsainfo@blackpool.ac.uk
- Drop in: to the University Centre South Building Entrance

Wellbeing Support

There is a wealth of wellbeing opportunities at B&FC including:

- HeartMath, a computer programme designed to help you relax your body and mind for more effective study.
- You can borrow designated laptops with the HeartMath programme uploaded from the Loop at Bispham, University Centre and Fleetwood campuses.
- Mindfulness and resilience building techniques
- Tips to stay healthy
- Counsellors who offer short term non-emergency support and the opportunity to talk over something that may be causing you concern, is upsetting or distressing you and having a negative effect on your academic work, as well as your enjoyment of College life.

Please visit the Wellbeing area on Moodle for more information and guided self-help. For appointments please email wellbeingsupport@blackpool.ac.uk

Visit the Contemplation rooms for a place to practice HeartMath, for quiet meditation, prayer or just ‘time out’.

The Contemplation rooms can be found at:

- Bispham Campus - C307 - Third Floor Room - Cleveleys Building
- University Centre - SB130 - Second floor Room - South Building
- Fleetwood Campus- Room A33 Ground Floor- Halls of Residence
-

To use the contemplation rooms, visit the main campus reception and sign for the room key and HeartMath sensor. (We are unable to offer the HeartMath facility in the Fleetwood Contemplation room)

Need help now?

B&FC Safeguarding - If you feel unsafe or at risk at College contact your tutor or the Student Direct Safeguarding College Hotline: 01253 504444 9am to 5pm. If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

If you feel you are at risk of harm to yourself or others and need immediate help, contact the National Health Services (NHS) such as your GP or alternatively ring 111 as soon as possible, if you are in an emergency situation ring 999 or go to Accident and Emergency (24 hour) Victoria Hospital Whinney Heys Rd, Blackpool, FY3 8NR and request a mental health assessment.

Alternatively go to your nearest Walk in Medical Centre:

- Whitegate Health Centre, Blackpool, FY3 9ES
- Fleetwood Health & Wellbeing Centre, FY7 6HP

Need to Talk?

The Samaritans offer a 24 hour all year confidential external support service for well-being, stress, debt, loneliness, work, family and personal issues.

- Freephone 116 123
- Texting facility: 07725 90 90 90
- Email: jo@samaritans.org
- Web: <https://www.samaritans.org/branches/samaritans-blackpool-fylde-and-wyre-branch>
- Drop in 16 Edward Street, Blackpool, FY1 1BA (usually until 9.00pm)

Other support network outside college hours includes the Mental Health Helpline telephone: 0800 616171

SUCCEED is Blackpool and The Fylde College's package for Higher Education care leavers, carers and students who do not have any contact with their families.

The Children (Leaving Care) Act 2000 defines a Care Leaver as someone who has been in the care of the Local Authority for a period of 13 weeks or more spanning their 16th birthday and is under the age of 25 years at the start of a HE study programme.

A Young Adult Carer is defined as carers between the ages of 18 and 25 who care, unpaid, for a family member who, due to disability, chronic/terminal illness, mental health problem or an alcohol or drug addiction/dependency cannot cope without their support.

Care leavers and carers are able to apply for the B&FC Access Scholarship to help pay for their studies. You may also be eligible to apply on the grounds of estrangement if you have not had verbal or written contact with both of your biological, adoptive parents or your only living parent for a significant period of time and your estrangement is irreconcilable.

<http://www.blackpool.ac.uk/support/funding/bursary>

- In addition to financial support, the SUCCEED package offers regular one-to-one support with a named HELM and regular contact to help you stay on track. For more information on support and eligibility, please contact Hannah Emery at succeed@blackpool.ac.uk

LEARNING RESOURCE CENTRE TEAMS

Whichever campus you study on, the Learning Resource Centres (The Loops) will play an important part in your studies. Our flexible learning spaces can provide you with a mixture of computer, group work and quiet study areas. You should make maximum use of this facility to log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

You will have access to a wealth of information through a wide range of physical and online resources such as e-books and full text journal databases giving 24/7 support for your academic work. Our search tool, Discovery, is linked to every course page of the college's VLE - Moodle. Our online catalogue - <https://libcat.blackpool.ac.uk> - is also available 24/7 allowing you to check reading lists, reserve titles, renew borrowed items and provide direct links to the titles in our extensive eBook library. We can also provide material from other libraries through our inter library lending scheme.

Our teams are always happy to offer help and advice. They have in-depth knowledge of your subject area and can support you in finding good quality research material, as well as developing your IT and research skills through one-to-one sessions. Interactive support materials are available through the Learning Resources area on the virtual learning environment, Moodle. More information about The Loops, including the opening hours for each centre, can also be found on the [college website](#)

Term time opening hours

The Loop at UC

Monday – Thursday 8.30 – 21.00

Friday 8.30 – 17.00

Saturday 10.00 – 15.45

Email: CentralLoopLRC@blackpool.ac.uk

Telephone: 01253 504414

The Loop at Fleetwood

Monday - Thursday 8.30 – 20.00

Friday 8.30 – 17.00

Saturday 10:00 – 15.50

Email: lrcfle@blackpool.ac.uk

Telephone: 01253 504714

The Loop at Bispham

Monday – Tuesday 8.30 – 17.00

Wednesday 8.30 – 20.00

Thursday - Friday 8.30 – 17.00

Email: lrcbis@blackpool.ac.uk

Telephone: 01253 504290

Self-issue / return facilities are available in the Bispham, Fleetwood and University Centre Loops. There are drop-in IT-based facilities with networked computers (including Macs in the Loop at UC) and wireless laptops, colour printing and scanning facilities. In addition, the Loop teams can help you get connected to the Wi-Fi and other college systems. Help with IT issues is available through an online HelpDesk.

You can access computing and copying facilities at any campus, if this is more convenient for you when engaged in independent study, but the majority of course specific materials will be located in the Loop on the campus where your course is based.

You will find the essential texts for your course available in the library stock and these are regularly updated. Relevant journals and online resources are purchased on an annual basis. For all Higher Education courses you will have access to online reading lists via the Rebus software. These online reading lists directly link you to the core eBooks and print resources in the library catalogue, thus enhancing their accessibility.

Following an initial Welcome Tour of your local Loop, your tutor will arrange for us to work with you in

follow-up in-depth sessions on key skills such as effective searching of online resources and referencing. Induction sessions are also provided at the start of your programme to help you find your way around technology in the college. Additional one-to-one tutorials are available to all students. LRC support is supplemented by a range of interactive resources on Moodle.

The services provided by the Learning Resources Centre will be an integral part of the Induction Programme for this course.

Information Technology Resources

Being able to access resources and materials to help you on your course when you need them is very important. Moodle is our virtual learning environment, and contains lots of key information about your course and is accessible 24:7. As part of your induction we will make sure you are able to make the most of this resource.

As a student at Blackpool & the Fylde College you will be provided with a web-based Microsoft Office 365 account. This account provides anytime, anywhere access to a suite of Microsoft programmes including Outlook email and web-based versions of Word, Excel and PowerPoint. You also get access to your own online storage area so you can download, edit and save your college work wherever you are.

Included in your Microsoft Office 365 account is access to our MyDay portal. The portal provides you with access to your calendar (including timetables), email and links to Moodle and eTrackr. Timetable data is updated every hour so you can see all room changes. It is accessible from a web browser and as a mobile device app on Apple and Android devices. MyDay will be launched automatically whenever you login into a College desktop computer.

To find your course materials, log-on to Moodle, the College's virtual learning environment. Moodle contains lesson notes, multimedia materials, quizzes, forums and lots of different tools to help you achieve your academic goals. You may submit your assignments through Moodle and receive online feedback from your tutors. Moodle also provides easy ways for you to communicate with your tutors and fellow students using messaging, chat rooms and forums. You can access your Office 365 and Moodle accounts by logging into one simple webpage MyDay which also contains useful college information, news and links:

<https://blackpool.mydaycloud.com/dashboard/home>

Induction sessions are provided to all students at the start of their course to help you find your way around technology in the college. 'The Loop' LRC's are located on each campus. You can pop into The Loop and log-on to a PC, access printing and copying facilities or ask the Resource Advisers for help and advice.

STUDENT UNION

The Students' Union (SU) at B&FC is *your* union. It's made up of students that *you* elect each year, who listen to the student voice and respond to *your* wants and needs. The SU represents students on a range of issues, including equality and diversity, education and social activities, with the aim of ensuring your time here is as interesting and enjoyable as possible.

As a student at Blackpool and The Fylde College, you are automatically free members of the Students' Union and you are encouraged to play an active role. Our Students' Union is actively engaged in student affairs at local and regional levels so there are opportunities for you to become involved in various campaigns and fund-raising activities. Our aim is to work for the good of the student community and to take an active interest in the development of all students. As such the Union represents the students on a number of academic and College committees where student involvement and comment is welcomed.

The Union provides the framework and financial backing for students to organise trips and events,

which can be a great way to broaden your interests and meet new people. With a wealth of information, our Students' Union can also advise you on places to go and things to see and do.

If you need to get in touch, you can contact your Student Union Sabbatical Officer by phone or email.

B&FC Student Union Sabbatical Officer

Tel: 01253 504 517

Email: studentsunion@blackpool.ac.uk

BEING A PARTNER IN YOUR OWN SUCCESS

Higher education is as much about personal change and development as it is about subject knowledge and skills development. By facilitating your development we enable you to take responsibility for your own learning. Students who are fully informed about the opportunities available to them, but who are also aware of their responsibility to engage with those opportunities, are more likely to make effective use of services and resources (QAA Quality Code Chapter B4). It is important that you take advantage of every opportunity to facilitate your success, and to creatively engage with the knowledge you encounter, constructing and reconstructing your own understanding. We will support you to set clear goals, reflect on your progress and develop key graduate skills.

ABSENCE REPORTING

If for whatever reason, including ill health, you are going to be absent from College then you will need to ensure that you make contact with us to discuss how we can support you. This is particularly important if your absence could have a significant effect on your assessment requirements. Should this be the case then you will need to consider the College Personal Mitigating Circumstances procedure the full version of which is available at the link below.

<https://www.blackpool.ac.uk/he-regulations>

Any personal mitigating circumstances, such as ill health, which may have affected your studies or performance in assessments and examinations, would need to be submitted to the HE Student Administration Manager mitigating.circumstances@blackpool.ac.uk formally by you with supporting evidence, e.g. a medical certificate, following the procedures and in accordance with the deadlines laid down in the College's Personal Mitigating Circumstances Policy.

In the event that you are unable to attend an examination because of illness or other unforeseen circumstances, you must immediately inform your programme leader before the start of the examination. If you are absent from the whole or part of an examination because of illness, a Personal Mitigating Circumstances application form together with a valid medical certificate or other appropriate independent documentary evidence must be forwarded to the HE Student Administration Manager normally within ten working days of the examination.

SAFEGUARDING

Safeguarding supports students in 'Being Safe and Feeling Safe'. If you feel unsafe, in danger of harming yourself or at risk whilst at College contact the Student Direct Safeguarding College Emergency Hotline: 01253 504444 9am to 5pm. Alternatively at any time visit your GP or local Walk in Medical Centre or Accident and Emergency (A&E) unit at the Hospital.

Other support networks also available outside College hours include the NHS crisis telephone: 0300 365 0300, the Mental Health Helpline telephone: 0800 616171 or the Samaritans 24 hours a day on the local contact number of 01253 622218 or on the national number 0845 790 9090.

If you require advice or assistance about disclosing a safeguarding concern you should discuss this with your Progress Tutor or any member of staff.

STUDENT IDENTITY CARD

You must wear your ID badge at all times whilst on College premises. Access to College facilities is dependent on Students having their ID badge. You will also be asked to show your ID badge when sitting exams. You will be challenged if you are not wearing your badge when on College premises. This is to help students and staff feel safe in College.

FOOD ON CAMPUS

When you want to take a break for refreshments on campus, you're well catered for. At the University Centre's Central Hub refectory, **Café Grads**, you can sit down and tuck into a proper meal or just grab a bite and relax in one of the chill-out areas. A **Starbucks** outlet has also just opened in South Building.

A similar-style refectory, **Retreat**, is available at our Bispham Campus or if you fancy a little treat there is also a range of freshly made sandwiches and smoothies in the **Grab and Go** and a **Starbucks**. At the Fleetwood campus the **Refectory** offers traditional breakfast, a wide range of hot food, sandwiches, snacks and beverages. Visit <http://www.blackpool.ac.uk/facilities/shops> for more information. At all our campuses, there are also plenty of vending points providing snacks on the go.

Get off to a great start every morning! All Blackpool and The Fylde College students are entitled to a free healthy breakfast.

SPORTS FACILITIES AND COLLEGE TEAMS

Sports facilities are mainly based at the Bispham Campus where there is a sports hall, an all-weather floodlit sports pitch and a well-equipped gym, **Inspirations**, with Fleetwood also having some facilities. We have numerous College teams, both men's and women's, with other available sports ranging from volleyball and five-a-side football to table tennis and canoeing. To find out more ask your progress tutor.

ENRICHMENT

Enrichment is about providing you with opportunities to bring your learning to life, developing your range of interests, meeting new friends and growing as a person. Some activities will be related to your area of study whilst others may not be directly linked.

Curriculum-based activities

Whilst studying your chosen subject at College, you will have the chance to see how your subject works in real life and apply that insight to your studies. We also aim, during your programme of study, to develop your employability skills and interview techniques. To provide this valuable enrichment, your programme may feature such activities as guest speakers, trips into industry and overseas visits, 'real life' assignments, competitions, work experience and work placements (some of which can lead to permanent positions).

Extra-curricular activities

College is also as much about the social side as it is about learning. At Blackpool and the Fylde College we offer a vast range of activities, from discounted theatre trips to lunchtime sports activities and book club. Activities are free to everyone enrolled on a course and in most cases, there's no need to book. For more information about what's on, view our enrichment booklet online or available in hard copy from the Careers team.

Fee-based activities

For those of you who wish to engage in a further range of activities there are fee-based sports activities. For full details please see our online [Sports Facilities](#)

The Sports Team can also organise one-off fitness activities, such as trips to Manchester's Chill Factor for skiing or outings to Grizedale Forest for mountain biking. For more information please contact the Sports Centre staff on 01253 590829. Don't forget, that the Students' Union may be able to help with funding too.

GETTING INVOLVED IN THE QUALITY OF YOUR PROGRAMME

At Blackpool and the Fylde College we believe that you are a member of our higher education and College community and as such your views and experiences are extremely important to us. We want to work in partnership with you to ensure that your experience is the best that it can be both for you and others who study with you. To this end we work hard to engage all students in dialogue about the quality of their learning experiences. You can engage by providing useful feedback on your experiences of modules through Module Evaluation Questionnaires, through being an elected course representative attending student forums and college meetings and through surveys such as the Student Perception on Course (SPOC) surveys and the National Student Survey (NSS).

ACADEMIC APPEALS

An academic appeal is a procedure which allows you in certain circumstances to ask for a review of a decision relating to your academic progress or award. You can ask for a review of a decision by one of the following:

- A Board of Examiners, both Module and Programme Boards.
- A Personal Mitigating Circumstances Panel
- An application to the College
- An Academic Malpractice Panel

It should be noted that students may only appeal against a decision if they can show that they satisfy one or more of the grounds detailed in the academic regulations. The appeal process cannot be used to challenge academic judgement or appeal simply because you disagree with the marks you have been given.

An academic appeal is different from a complaint so appeals and complaints are looked at under different procedures. A complaint is dissatisfaction about the provision of a programme or academic service or facility or any other service provided by the College.

Students studying either a:

- **Blackpool & The Fylde College Programme**
- **Lancaster University Validated Programme**
- **Liverpool John Moores Validated Programme**
- **Scottish Qualifications Authority Programme (SQA Higher National)**
- **BTECHigher National Programme**

To lodge an academic appeal, you must do so by submitting your appeal within 10 working days of the publication of your results or decision of a panel either by writing to the HE Academic Registrar, Bennett Avenue, Blackpool, Lancashire, United Kingdom, FY1 4ES or by email to: appeals@blackpool.ac.uk

The Academic Appeals regulations and application pro-forma can be found on The Blackpool & The Fylde College website <https://www.blackpool.ac.uk/he-regulations>

GRADUATION

Our annual higher education awards event is a spectacular occasion, representing the culmination of masses of dedication and hard work, and the gateway to an exciting and rewarding future. The graduation ceremonies will take place at the Winter Gardens and Opera House, 97 Church Street, Blackpool, Lancashire, England FY1 1HL.

Your graduation day may seem a long way off now, but you will be there quicker than you think! Blackpool and the Fylde College's Awards Ceremonies are a part of the celebration of your achievement and we hope you will be able to attend. You will need to budget for the cost of guest tickets, academic dress and photography. Awards Ceremonies are held each year at the Winter Gardens. If you attend the Awards Ceremonies we publish the names and awards of all graduates in the Awards Ceremony booklet and in a graduation supplement in the local press. If you do not wish your name to appear, you must contact Student Administration to inform us. We will print the name we have recorded for you on your degree certificate, so it's important that you tell us in advance of any spelling or other changes. After we have printed the certificate we will not be able to change it for you.

This is a very special day for all our graduates and their friends and families and is a marvellous opportunity to share and celebrate your academic achievement and accomplishments.

MODULE OUTLINES

The following module outlines provide you with a brief overview of the modules and their contents, together with the intended learning outcomes and the recommended reading lists.

BFC401-S: Academic and Digital Literacy (Humanities) Level 4 - Mandatory

Module Abstract

This module will support the development of your academic and digital literacy skills which are not only the key features of successful undergraduate study but will contribute to your achievements across all other modules in your programme. You will, as you work through the module, be expected to; develop knowledge of digital software to improve how you work with digital and traditional information sources and to enhance your Information Communication Technology (ICT) computer skills.

The module will introduce you to strategies for locating, interpreting, evaluating and manipulating information to support academic study. You will review academic stimulus material in order to integrate information from traditional and digital sources. A key component of academic and digital literacies is to research and enquire digitally, share, present and record information professionally and ethically appropriate to your subject discipline. You will also develop critical reading and thinking skills which will be applied to your assessed work in all your modules.

This module will use the subject content of another module delivered in that semester to support the development of academic and digital process skills which are directly relevant to your studies. This will not only help reinforce knowledge in your chosen subject discipline but will equip you with graduate abilities that are transferable for those studying humanities and social sciences and will be an asset to your future employability. It is expected that as you work through the module you will develop your confidence in and ability to use digital sources and academic literacy techniques to enable you to study and learn effectively in your subject discipline context.

Learning Outcomes

- 1 Use digital devices, applications and services to identify digital and information needs, solve problems and assess information sources
- 2 Produce written communications and verbal presentations appropriate to audience and level of complexity

- 3 Locate, interpret, evaluate, present and record information professionally and ethically
- 4 Reflect on own skill levels and identify further learning needs to support future studies and enhance transferable skills for employment
- 5 Analyse case study and research papers to identify and discuss theoretical perspectives, models and research

Indicative Content

Academic Writing

- Conventions
- Terminology
- Paraphrasing
- Summarising
- Reports / Essays
- Referencing

Ethical Research and Practice

- Confidentiality, anonymity, secure storage, vulnerable participants, netiquette

Secondary Research

- Use of digital and traditional tools for discovery; open access journals
- Referencing and in text citation, plagiarism, reliability and validity of sources
- Comparison, contrast and critical evaluation
- Critical reading and note making

Data Collection

- Interviews
- Focus groups
- Observation
- Questionnaires / Surveys

Reflective Practice and Writing

- Models of reflection

Critical Reflections

- Academic formality voice / academic, personal and professional

Presentations

- Selection of relevant points
- Communication of ideas verbally / visually

SOC401: Legal and Ethical Issues Level 4 - Mandatory

Module Abstract

This module will explore the evolution of the English Legal System with consideration to the connectivity of ethical theory and the legal system in which we practice. Ethical standards of practice will be explored and the consequences of breaching ethical codes of conduct will be considered from both the service user and providers perspective. The rights of the service user will be defined with specific consideration of protected characteristics.

You will be given the opportunity to explore how failure to meet legislative duties in the Health and Social Care sector can escalate within the English Legal System and you will consider the impact on practitioners and service users of such legal action. This module will encourage you to recognise the need to protect yourself as a practitioner and the necessity of protecting vulnerable service users under Duty of Care and ethical frameworks.

Learning Outcomes

- 1 Describe the functions of the English legal system.
- 2 Identify the similarities between English legal systems and ethical practice.
- 3 Recognise the consequences for practitioners when a duty of care is breached
- 4 Describe how a code of ethics protects both service users and practitioners

Indicative Content

The English Legal System

Tiers of court provision

Ethical practice

Codes of ethical practice

Duties of Health and Social Care practitioners

Breach of duty of care

Consequences of breach of care

Working within an ethical framework

**SOC402: Reflective Practice in Health and Social Care
Level 4 - Mandatory**

Module Abstract

Reflective Practice underpins the role of the Health and Social Care practitioner. Understanding reflective theory is key to developing recognition of the link between career progression, the quality of the service provision and the impact on the service user. In this module you will be introduced to reflective models and theories that can be utilised to improve the skills, qualities and attributes required of a professional health and social care practitioner. The module will explore Continuous Professional Development within the sector and allow you to focus on the benefits this brings to your career development. Strategies will be investigated that can be implemented to enhance future personal planning and vocational progression. Professional boundaries and codes of conduct will be examined within service provision enabling students to reflect on their chosen placement. Challenges that may be overcome within the work place will be explored and the value of building a resilient Health Care Practitioner will become evident through participating in research and reflective tasks.

Learning Outcomes

- 1 Use models of reflection to reflect on areas of own professional practice
- 2 Review models of reflection and appraise them for use in the future.
- 3 Recognise the role of Continuous Professional Development to the quality of service provision
- 4 Reflect on future personal development planning strategies in line with current standards identifying strategies that build and enhance career management, further study and employability

Indicative Content

Evaluating and understanding CPD

Professional Boundaries / Codes of conduct

Planning for contemporary challenges

Reflective Practice

Emotional intelligence and resilience

Career planning and goal setting

Models and Frameworks of Reflection including Schon, Borton, Kolb, Moon and Burrows and White

Reflection as a Tool

Critical Incident Reviews

Challenges of Reflection

CPD

Career Planning

Reflection for Improving Quality

SOC403: Social Policy Level 4 - Mandatory

Module Abstract

This module will give you the opportunity to discuss the Welfare State and the impact that government policy and practice has on people who require guidance and support. You will be asked to identify the different political ideologies that have a direct influence to the formation of policy. Through exploration of the reasons for the inception of the Welfare State and by identifying the key policy makers who contributed to this you will consider the historical timeline of events and explore how this has impacted on the health and social care practice today.

You will address inequalities in service provision and access to services will be considered with a strong focus on the impact of developments such as the NHS and wider services in enhancing life chances for those often marginalised in society, including those with protected characteristics. The impact of poverty, socio economic status and the effect of policy designed to address such issues will be explored throughout the module and will form a basis of discussion and preparation for level 5 study and research.

You will be able to identify influences on life chances, considering the impact of inequality and life limiting issues for service users, communities and families such as disability and cultural difference. This module will support you in tracing policy development from the welfare state era to the creation of contemporary policies within service provision today.

Learning Outcomes

- 1 Explain different political ideologies that influence the care sector.
- 2 Determine the reasons for the formation of the welfare state.
- 3 Identify a contemporary inequality within the health and social care sector and how this affects

quality of life.

- 4 Define the policy responses that have been used to challenge a contemporary inequality in the health and social care sector.

Indicative Content

Conservative ideology

Liberal ideology

Socialist ideology

Formation of the welfare state

History and development of the welfare state

Inequality in care

The five giant evils

Policy responses to tackling inequality

SOC404: Quality Assurance Level 4 - Mandatory

Module Abstract

Quality and quality assurance methods have revolutionised theories of competency in care. The development of bodies such as the CQC has ensured that inspection frameworks are at the forefront of organisations practice. The assurance that care is regulated and reviewed brings with it implications for service providers, practitioners and service users. The duties of all involved in care to meet regulatory requirements are paramount. In this module you will be exploring and developing an understanding of the requirements of quality assurance frameworks that underpin all health and social care practice. The purpose of this module is to firstly examine the requirements of an effective practitioner by exploring the key skills and competences outlined within the academic description of professionalism. The second is to relate this to the wider framework of requirements and standards within the quality assurance process.

The module will also introduce you to key legislation, core standards and governance systems that regulate and underpin all health and social care practice in England. You will explore and review quality assurance frameworks, principles and processes that, together, formulate a professional approach to securing quality assurance in health and social care services. The module aims to enhance understanding of professionalism within a framework of quality assurance developing a higher level of informed practice that will enable you to be an effective, confident and accountable practitioner in a challenging and ever-changing sector.

Learning Outcomes

- 1 Examine the key skills and competences of an effective health and social care practitioner exploring the meaning of professionalism.
- 2 Describe and analyse the challenges between a practitioner's duty of care and the importance of following policies and procedures in the workplace.
- 3 Review existing quality assurance systems, principles and processes in the workplace.
- 4 Explain how practice is informed and influenced by quality assurance

Indicative Content

Reflecting on Professionalism

The competent practitioner

Values and principles

Duty of Care – codes of practice

Workplace Policy and procedures

Legislation and policy

National Occupational Standards

Regulatory systems

Quality Assurance in Health care

Role Modelling

Audit

SOC405: Safeguarding Level 4 - Mandatory

Module Abstract

This module recognises that safeguarding and protecting people from abuse is a serious issue for those working in the sector and demands a range of skills including critical thinking, resilience and self-awareness to be an effective practitioner. This module is designed to assist you to recognise how the safeguarding process works within the health and social care sector. The module aims to increase the confidence of practitioners working with individuals and enable them to understand the processes involved in order to be able to deliver a more proactive approach to safeguarding within sector guidelines. Students will examine and evaluate historical serious case reviews and identify the failings in safeguarding practice. The module will allow students to examine the conceptual issues of needs, protection and vulnerability in respect of those who require safeguarding with the major forms of abuse being considered against this background.

The assessment of vulnerable service users and client groups who may present with Safeguarding issues will be explored with consideration of resources and methods of assessment used by service providers. Guest speakers from the sector and Blackpool Safeguarding Board will provide first hand experiences of assessing service users with consideration of the complexity of planning intervention.

Learning Outcomes

- 1 Discuss legislation and policy relating to contemporary safeguarding practices.
- 2 Identify the consequences of failing to adhere to Safeguarding protocols.
- 3 Recognise models and theories of abuse and neglect.
- 4 Assess professional codes of conduct within multiagency frameworks in the light of the needs of the sector.

Indicative Content

Safeguarding principles and practices

Key legislation

Professional boundaries

Safeguarding protocols

Types of abuse and neglect

Contemporary factors

Serious case reviews

Historical perspectives of Safeguarding

BFC502-S: Work Based Research Project Level 5 - Mandatory

Module Abstract

This module will provide you with the opportunity to explore current methodologies which underpin research activities; research design, data collection instruments and data analysis. You will be able to pursue a research interest which is related to your work context which will support your understanding of professional strategies, operations and activities in context. This is an investigative module which will develop your skills in ethical understanding, research conduct and practices and enable you to generate conclusions which are evidence based. You will be supported to use your academic and digital literacies to research secondary published data relevant to your chosen area of investigation as well as collecting primary data sensitively and ethically in the field. This module will support you in developing the research and enquiry skills required for lifelong learning, employability and further under and post graduate study.

Learning Outcomes

- 1 Plan, design and implement ethical secondary and primary data collection.
- 2 Analyse and reflect on secondary and primary data in order to draw conclusions.
- 3 Evaluate the process and outcomes of research activities.
- 4 Communicate the outcomes of the research project to selected audiences.

Indicative Content

Using secondary sources of data

Research proposals

Research paradigms – positivist, interpretivist, critical.

Quantitative and qualitative data

Research designs

Sampling and generalisability

Ethical practice

Data collection instruments: Design, pilots, construction

Quantitative and Qualitative Data Analysis

Drawing conclusions from research

Communicating the outcomes of research

SOC501: Developing a Resilient Workforce Level 5 - Mandatory

Module Abstract

The sector of Health and Social care is challenging for all professionals involved. Throughout your time with us and then continuing into employment you will experience situations that will test your professional values, principles and beliefs, leaving you questioning the morals that have personally evolved with over time in practice. These situations will test your compassion, the meaning of practice and ability to bounce back from adversity.

This module will enhance your knowledge of resilience and the factors that create a resilient workforce including theory and strategies associated with this. It will encourage you to reflect on aspects of your own practice and the practice of others, develop social and personal awareness and explore the necessity of effective communication. This module will provide you with the opportunity to analyse and evaluate contemporary practices of resilience, its effectiveness and how to overcome adversity with realistic optimism, enabling you to become the most effective, resilient and compassionate practitioner possible.

Learning Outcomes

- 1 Discuss the impact of resilience on professionals in the health and social care sector.
- 2 Evaluate the effectiveness of theories and strategies for improving and maintaining professional resilience.
- 3 Analyse the importance of a resilient workforce in the health and social care sector.
- 4 Apply theories and strategies for building professional resilience.

Indicative Content

- Coaching and mentoring
- Supervision including social support
- Self and social awareness
- Self-observation and reflection
- Self-management
- Self-compassion including mindfulness
- Relationship management
- Effective leadership and communication

- Moral principles including religion and spirituality
- Cognitive and emotional flexibility
- Meaning and purpose
- Resilient role model
- Facing fear

SOC511: Children and Families Level 5 - Elective

Module Abstract

Work with children and families is one of the most challenging and skilled areas of practice in the field of health and social care. The multiplicity of diverse family units and structures means that you will have to consider the needs of babies, young children, teenagers, adults and older people in two-parent, single parent, single sex and multi-carer family structures. Your work may be set against issues of poverty, abuse, domestic violence, illness and disability. Not only is each family different from every other, every member of every family has individual needs. Work with children and families, often involves engagement and collaboration with other groups of professionals, such as school staff, medical and care staff, social workers, local authorities and the police.

This module will introduce you to the rigours of work with children and families. You will be invited to consider the implications of diverse family structures, how families function and the dynamics within families. Of crucial importance is the assessment process; you will be introduced into the basics of assessment and the fundamental principles underpinning intervention, safe-guarding and inter-agency work. You will consider personal and professional boundaries and the end of the module you should be able to explain a range of familial structure, the impact of specific (and often multiple) needs on families, the impact of multi-agency work and the impact of social policy.

Learning Outcomes

- 1 Analyse the impact of socio-economic influences on families in the 21st century.
- 2 Explain the concept of cultural and ethical implications for those working in the health & social care sector.
- 3 Evaluate the requirements of effective teamwork and working in collaboration with others to ensure individual family needs are met.
- 4 Analyse contemporary frameworks and methods of family assessment underpinning intervention strategy

Indicative Content

- The changing structure of families
- Socio-economic influences
- Cultural and ethical considerations of effective family work
- Policy and practice at both a local and national level
- Early intervention strategies
- Values & principles of social care practice

- Working collaboratively with other professionals
- Teamwork and decision making

SOC512: Risk and Prevention Level 5 - Elective

Module Abstract

Research estimates that there are at least 140 000 families across the UK experiencing complex and multiple needs (Cabinet Office, 2007). Although interventions and approaches to increase positive family functioning and, ultimately, better outcomes for all family members have proved successful for many, there are still families where such approaches have not worked and who are therefore struggling to break the cycle of disadvantage. When parents experience issues in their lives the consequences can be both severe and enduring for themselves, their children and other family members. Such consequences can negatively impact on life chances and outcomes along with significant cost implications for public services and the wider community.

This module will develop and enhance knowledge acquired from the Children and Families module. You will conduct a thorough examination of the concept of complex families, along with identifying correlating risk factors which can contribute to child maltreatment. Consideration to how child maltreatment is defined will be a critical focus. The assessment of need process will be critically analysed with the examination of the efficacy of risk assessment in terms of the identification, prediction and/or prevention of harm. Theories of maltreatment will be considered whilst taking account of the impact that working with complex families can have on frontline professionals. This module provides the opportunity for further investigation of intervention and approaches to working with challenging families and seeks to equip you with an advantageous knowledge of the sector.

Learning Outcomes

- 1 Recognise the concept of risk and consider its importance when assessing the needs of complex families.
- 2 Critically analyse legislation and policy aimed at reducing / preventing the risk of harm to children and individual family members
- 3 Evaluate a variety of sources of knowledge and evidence which informs front line practice, including assessment and intervention frameworks
- 4 Analyse the challenges and barriers to effective working practices with hard to reach or resistant families.

Indicative Content

The concept of risk

Issues with the predictability of risk

Child maltreatment and harm - defining the problem and its extent

Explanatory models of child abuse and maltreatment

The legal and policy context of working with complex families e.g. Troubled Families agenda, safeguarding / child protection

Risk factors associated with complex families e.g. substance misuse, poor parenting, health (physical and mental), domestic violence

Safeguarding children within complex families

Core assessments and planning for care

Models of managing complex families: interagency and partnership working

Intervention strategies

Barriers and challenges of working with families with multiple complex needs

Impact of working with complex families and working practices e.g. worker resilience, importance of supervision

SOC521: Ageing Health and Wellbeing Level 5 - Elective

Module Abstract

This module will encourage you to explore how the ageing process and old age are viewed, both biologically and in society generally. You will identify the physical characteristics and health conditions which are often associated with older populations, with consideration for medical conditions which mimic the physiology of older age such as Progeroid syndrome. A focus on dementia and Alzheimer's in particular will be offered with the recognition that Blackpool is at the centre of a Dementia crisis with rising numbers of the elderly population diagnosed with the condition. This highlights the need for greater care facilities and personalised care within the home environment. Consideration will be given to the impact of the physical environment and how this can create further complications for the health and wellbeing of older people.

You will be encouraged to recognise the life enhancing aspects of ageing also, the positive opportunities afforded of greater leisure time, of family time and the role as an elder in diverse communities. Students working in this sector will be invited to share experiences of such perceptions. This module will encourage you to examine the way in which society views older people by analysing a range of services, policies and prevention strategies, discussing how specific pieces of legislation aim to protect the rights of older people.

Learning Outcomes

- 1 Analyse biological and social constructs of older age
- 2 Evaluate environmental influences on ageing, health and wellbeing
- 3 Analyse the prevalence of medical conditions typically associated with older populations
- 4 Examine strategies and policies which are aimed directly at the health and wellbeing of the older population

Indicative Content

Social constructs of ageing and stereotyping

Biological characteristics of older age

Medical conditions which mimic older age

Health trends associated with older populations

Provision of care for older people

Health inequalities by geographical location

Age discrimination and associated legislation

Implications of urban and rural environments on healthy ageing

Pension provision

Health prevention strategies (i.e., stroke prevention, falls prevention)

SOC522: Theory, Policy and Practice Level 5 - Elective

Module Abstract

This module will focus on building upon the knowledge you have gained in the first semester surrounding the field of ageing, health and wellbeing. You will focus on some of the more positive aspects of ageing and explore the idea that getting older is not always a negative experience. The module will provide the opportunity to explore some of the underpinning theories of ageing and highlight the role that they have to play when working with the elderly.

You will be tasked with examining some of the models of palliative care and analysing their efficacy in supporting people in their final transition. The manner in which personhood and identity can be used to support people in this time of their life will be considered. This will link to the way in which services are designed to help support people, whether this is in their own home or in a more formal setting such as a care home. This module will focus on person centered planning and the difference that this can make to the people who require support. It will give you the opportunity to identify and analyse some of the tools that can be utilised with older people to make sure that they are receiving bespoke support.

Learning Outcomes

- 1 Examine ageing theories intended to explain the characteristics of older people.
- 2 Evaluate service provision intended to reduce hospital admissions
- 3 Analyse historical and current frameworks designed to inform best practice surrounding palliative care
- 4 Appraise policies that are designed to improve the social inclusion of older adults

Indicative Content

Disengagement theory

Healthy ageing theory

Service provision (i.e., residential and nursing care; home care services; rehabilitation units)

Person centred care planning

Contemporary Palliative Care

Policies to support social inclusion

Personhood, identity and spirituality in palliative care End of life care

Liverpool Care Pathway

SOC531: Learning Disability

Level 5 - Elective

Module Abstract

This module will introduce the topic of learning disability, exploring the relationships between social care work, health care and social work in these fields. This module aims to increase your knowledge of learning disabilities, physical health and mental health. You will be introduced to aspects of the laws relating to learning disability and mental health, mental capacity and care standards. The module is designed to examine the models of disability and their social constructions and introduce you to the biomedical diagnosis of disability which you will explore and analyse.

As the module develops you will examine the fundamental issues and difficulties that arise and impact on the health and wellbeing of the individual. Case studies will be examined and evaluated to identify examples of support and application to practice. The module aims to increase the confidence of practitioners working with individuals and enable them to understand the processes involved in order to be able to deliver a more proactive approach to intellectual disabilities.

Learning Outcomes

- 1 Analyse the biological and social construction of learning disability.
- 2 Examine and analyse different types of learning disability
- 3 Identify and evaluate key issues affecting the health and wellbeing of people with intellectual disabilities.
- 4 Analyse the enablers and barriers to health and wellbeing in Health and Social care practice.

Indicative Content

- An introduction to learning disabilities
- Social constructions and social models
- Learning disabilities and physical health
- Learning disabilities and mental health
- Biomedical diagnosis (an introduction)
- Learning disability, health and the law
- Conditions associated with learning disability
- Types of learning disability
- Health and wellbeing
- Intellectual disability
- Barriers relating to health and wellbeing

SOC532: Therapy and Intervention

Level 5 - Elective

Module Abstract

This module will contextualise the nature of therapy and consider the range of traditional and contemporary treatments and therapies for learning disability. The module aims to increase your confidence in working with individuals focusing on sector practices and evaluation of such practices in promoting equality and inclusion of those with learning disabilities. The module will allow you to examine the conceptual issues of positive supports needs and current focus of behaviour plans to aid the holistic support of services. The module allows you as a practitioner to build your skills and enable them to understand the processes of intervention and support in the community.

Case studies and support plans will be explored and analysed to highlight the effectiveness of holistic therapies and support services. Individual examples will be illustrated to emphasise individual health needs with focus on the ability for services to deliver in a proactive approach. You will further develop your knowledge and understanding of the criminal justice system in relation to the legalities when providing support for learning disabilities.

Learning Outcomes

- 1 Define the social and legal constructs of challenging behaviour within learning disability
- 2 Critically evaluate current practice in the criminal justice system with specific regard to people with intellectual disabilities
- 3 Discuss the promotion of healthy lifestyle, including sexuality, sexual health and mental health.
- 4 Explore and analyse and range of holistic therapies and support services provided to support people with learning disability

Indicative Content

- Mental Health
- Substance Misuse
- Employment
- Social needs
- Holistic support
- Behaviour plans
- Positive supports needs
- Work skills, vocation, supported employment
- Long-term interventions
- Making choices and advocacy
- Legal practice and criminal justice
- Health promotion

SOC541: Mental Health
Level 5 - Elective

Module Abstract

Statistics suggest that 1 in 4 adults will experience a mental health condition that is significant enough to warrant some form of treatment. This module will give you the opportunity to gain some of the basic knowledge needed to inform practice in the field of mental health. You will be given the opportunity to explore some of the more common types of mental health conditions and identify some of the common treatment methods that are used.

In this module students will be expected to explain the principles of the common models of mental health, comparing them to each other, identifying their strengths. You will also identify and explain the key differences between mental wellness and mental illness. Within the module an exploration of the onset and development of mental health conditions will be facilitated, identifying some of the reasons mental health illness may begin. Examination of some of the key trends within mental health and the identification of statistical prevalence, including the national and local picture will also be debated and discussed in this module.

Learning Outcomes

- 1 Compare and contrast the principles of mental illness and mental wellbeing
- 2 Examine common mental disorders, their onset and development
- 3 Analyse the medical, social and biopsychosocial models of mental health
- 4 Evaluate the effectiveness of treatments for common mental disorders

Indicative Content

- Definitions of mental health
- Social, Medical and Biopsychosocial models of mental health
- Common mental health conditions
- Onset and development of mental health
- Mental illness and mental wellbeing
- Common treatment pathways
- Individual, environmental, social and economic factors in mental health
- Mental health trends, statistics and prevalence

SOC542: Stigma and Intervention

Level 5 - Elective

Module Abstract

This module will provide you with the opportunity to build on the knowledge that you have gained in the first semester within the field of mental health. People with mental health diagnosis often endure some of the most noticeable health inequality; this module will give you the opportunity to investigate some of the reasons for this. An examination of the impact of inequality and discrimination on those with a mental health diagnosis will occur alongside an evaluation of access issues that people with a mental health condition may have to services.

In this module an analysis of the law and the opportunity to appraise its efficacy in protecting people with a mental health condition will be offered. You will have the opportunity to analyse the role that care planning has in anti-discriminatory practice for both service users and providers in the mental health sector, with a focus on how person-centred care can be used as a tool to challenge societal stigma. This module will also provide you with the opportunity to evaluate social constructs and

identify the role that they play in the creation of inequality.

Learning Outcomes

- 1 Evaluate the manner in which perceptions, stigma and marginalisation are connected in the field of mental health
- 2 Analyse the effectiveness of the mechanisms of law which are specifically designed to protect people with a mental health diagnosis
- 3 Appraise the role of care planning in the process of anti-discriminatory practice
- 4 Evaluate the role of social constructs in the formation of stigma for people with a mental health diagnosis

Indicative Content

Moral Panics

Social Role Valorisation

Stigma and Marginalisation

Mechanisms of protective law

Thompson's ADP Onion

Care Planning Process

Social Constructs

Person Centred Planning

**SOC551: Substance Misuse
Level 5 - Elective**

Module Abstract

This module will explore the influencing factors of substance misuse with consideration of societal, cultural and political ideologies. Students will consider competing perspectives of causation and models of use and misuse. Experimental, recreational and dependent drug use will be examined with consideration of chaotic and addictive use.

This module will offer the opportunity to review the legal framework of substance classification in the UK, evaluating the penal system and both punitive and rehabilitative actions within this framework. Further, the role of decision makers, government and sector consultation in devising strategy and intervention will be evaluated.

The module will provide underpinning knowledge of the substance misuse sector and service provision equipping you with the ability to relate theoretical perspectives to practice. The involvement of key sector specialists in providing practice based examples will secure an understanding of contemporary policy and practice. The inclusion of the lived experience team with Fulfilling Lives and Recovery Communities in Blackpool will secure strong links between policy and practice.

Learning Outcomes

- 1 Evaluate the influencing factors of substance misuse both historically and with a contemporary focus
- 2 Analyse the current legal classification system of substances considering penalty frameworks
- 3 Critique models of substance misuse within a contemporary society
- 4 Explore national and local approaches to intervention and treatment philosophy

Indicative Content

Influencing factors of substance Misuse

Models of use; experimental, recreational, dependency and addiction

Socio economic and cultural considerations

Legal classification

Penal system

Political ideology and intervention

Intervention and Strategy, National and Local focus

Drug Strategy and impact on service users , families and communities

SOC552: Strategies, Policy and Practice Level 5 - Elective

Module Abstract

This module will facilitate the exploration of influencing factors in the development of policy and strategy in the substance misuse sector. You will engage with historical, political, social, regional, national and international agents of change and their impact on the provision of drug and alcohol services in both the statutory and the private & voluntary sectors. Political ideologies and their influence on drug strategy will be explored. Blackpool is noted as having the highest death rate due to drug use in the United Kingdom (The Guardian 2017)

The module will promote analysis of the efficacy of interventions both with regard to harm reduction strategies and latterly recovery and abstinence based policy and intervention. You will be given the opportunity to evaluate sufficiency and deficiency in provision and the potential effect upon individuals, their families and communities. The module will trace developments in politics and social policy from 1900 to the present day, comparing and contrasting major competing perspectives. Students will have the opportunity to consider how policy is applied, with particular reference to inequalities in service provision, the capacity for change and determining future trends.

The contributions of guest lecturers from the lived experience team in Blackpool will forge strong links between policy and practice and encourage recognition of the impact of policy and intervention on the lives of service users and families.

Learning Outcomes

- 1 Identify the development of social policy and legislation with reference to the provision of Drug and Alcohol services.
- 2 Critically evaluate the impact of Drug Strategy on the service user , family and community
- 3 Appraise contemporary service provision at National and local level.

4 Analyse the current intervention strategies used in substance misuse treatment

Indicative Content

The evolution of Drug Strategy

Political ideology and impact

National and local policy and strategy

The efficacy of Drug Strategy reports

Consultation

The changing nature of drug use

Societal perceptions of substance misuse

The efficacy of intervention

Alcohol strategy

Harm Reduction

Recovery and Abstinence

Strategy and intervention for service users, families and communities

SOC601: Global Perspectives on Health Level 6 - Mandatory

Module Abstract

This module will provide you with the opportunity to conduct a comparative analysis of a specific aspect of health services providing you with an insight into the approaches services adopt in practice along with an understanding of how these practices vary internationally and globally. You will examine different international approaches to health and social care and the provision of services and consider cultural similarities and variations in approaches. You will explore global issues and perspectives on health including health promotion campaigns and assess the impact of culture on health strategies. The wider political, societal and economic perspectives of the country will be debated and consideration of the impact on the provision of services will be explored and comparative analyses provided. You will be required to compare and contrast approaches utilised in the UK with one other country, evaluating the issues within each country and identifying best practice.

Learning Outcomes

- 1 Critically review international approaches to Health and Social care the provision of services.
- 2 Analyse and evaluate political and economic factors which affect international services.
- 3 Critically analyse health and social care promotion in the UK with those in an international context.
- 4 Critically evaluate cultural and societal norms in an international context identifying their impact on services.

Indicative Content

Cultural variance

International approaches to Health and Social Care

Cross- Cultural ethical issues

National and international political agendas

The impact of economic stability on provision

Religious and cultural connotations

Differentiation in international professional practice

SOC602: Human Rights Level 6 - Mandatory

Module Abstract

This module will explore the development of the concept of Human Rights in both an International and national context. Whilst the primary focus will be on the rights and responsibilities of practitioners and service users in the context of Health and Social Care, the module will also consider some of the wider implications of human rights legislation in ensuring equality of access to human rights provision for vulnerable client groups in society. You will consider definitions of human rights, their conceptual development and their application in the context of sector provision.

You will be given the opportunity to consider a range of legislation and conventions undertaking a critical analysis of the instruments by which human rights may be enforced. You will consider the rights of service users in the context of a number of themes including: poverty, gender, culture, age and faith. This module will also encourage the consideration for those in our society who may have limited or restricted rights and those who may be particularly vulnerable to human rights abuses.

Learning Outcomes

- 1 Critically examine the relationship between human rights and the rights of the service user.
- 2 Identify and evaluate the relationship between the rights of the service user and the service provider.
- 3 Critically analyse, in the context of Health and Social Care, the application of the Human Rights Act
- 4 Evaluate the impact of restriction of rights with regard to vulnerable client groups.

Indicative Content

Defining human rights

The connection between service provision and human rights

The conceptual development of human rights

Global and National application of human rights

Instruments providing particular protection

Principles of Ethics, with particular regard to mental health and deprivation

Universal and restricted rights

The role Non-Governmental Organisations

Activism and human rights

Implementation Mechanisms

Vulnerable groups

Dilemmas facing practitioners in a range of disciplines

SOC603: Dissertation Level 6 - Mandatory

Module Abstract

This module will enable you to demonstrate the application of the analytical, investigative and evaluative skills developed during the course. The module will provide the opportunity to pursue issues relative to the discipline of health and social care in depth and undertake your own research with limited supervision. You will be supported to plan, and produce a written dissertation where you will apply specific knowledge in order to make informed judgments and speculate on possible solutions in relation to the collection and analysis of primary data.

This module provides the opportunity to further develop primary and secondary research skills and apply these to a research study. Furthermore it aims to enhance skills in critical analysis, reflection and evaluation to enable the formulation of ideas and the development of valid conclusions and recommendations. As a significant piece of independent work, the dissertation provides the opportunity to communicate ideas effectively and professionally in written formats thus developing significant transferable and employability skills. Finally the dissertation encourages the development of self-management and independent learning through the planning, operation and completion of an extended piece of work.

The opportunity to disseminate research findings will be provided via the H E research symposium with sector employers present. In this way students will showcase their contribution to research and development of the sector.

Learning Outcomes

- 1 Critically review relevant literature and related concepts to form an effective basis for the analyses of the research data.
- 2 Apply appropriate ethical and methodological paradigm and practices to support research enquiry.
- 3 Plan and carry out an ethically sound research investigation with limited supervision within which appropriate methodologies and analytical techniques are applied to the investigation.
- 4 Clearly communicate the nature, rationale and outcomes of the enquiry, drawing valid conclusions and/ or making logical recommendations

Indicative Content

Choice of research topics

Research designs and paradigms

Ethical considerations

Literature reviews

Methodology – sample, data collection instruments

Data presentation and analysis

Conclusions and recommendation

Dissertation structure

**SOC604: Policy and Practice
Level 6 - Mandatory**

Module Abstract

This module is designed to give you an opportunity to critically investigate the policy landscape that formulates some of the approaches used in the health and social care sector. You will be expected to identify how changes in the health and social care sector have an impact on the people that services support. The way that professionals and service users can collaborate and contribute to social policy will be discussed with a focus on theories of democracy and consultation.

The module will look at the efficacy of national policies and local approaches to inequality, exploring how political ideologies can combat health inequalities. Where inequality is not approached effectively the module will appraise the means in which Government may come under pressure to rectify this, acting as a driver for policy change.

This module will not only give you the awareness of the policies within which we operate as practitioners but also the background to their formation and their underlying aim. It will highlight the way in which policies are influenced by the ideology of Government, allowing for critical examination of these ideologies.

Learning Outcomes

- 1 Critically analyse the impact changes in health and social care policy have on professionals and service provision
- 2 Evaluate the role of professionals and service users in the formation of policy in the health and social care sector
- 3 Critically evaluate the effectiveness of local approaches or national policies that are specifically designed to target areas of societal inequality
- 4 Critically analyse mechanisms of pressure that act as drivers of policy change on a national level

Indicative Content

- Policy drivers
- Policy approaches to inequality
- Contemporary policy/ideology
- Service response to policy changes
- Professionals influence over policy
- Social demography of inequality

- Pressure groups
- Shared decision making and co-production of practice

SOC605: Leadership and Change

Level 6 - Mandatory

Module Abstract

This module is designed to link leadership and management systems and strategic change processes underpinned by advancements and changes within the health and social care sector. The module will encourage you to delve into the complexities of legislative change within the sector and discuss the impact of government agendas helping to understand the impact of this on the frontline services offered. This exploration will then provide opportunities for change strategies to be examined in relation to work with front line staff who are the recipients of decision making by those at a managerial level. The impact of change can be destabilising and you will be invited to explore how the continual evolvement of health and social care services can be managed in a positive manner. This module will introduce change cycle models that will be applied to the sector for enacting change in services and with clients.

An understanding of the change models will then facilitate you to engage in a critical evaluation of the relevant competency indicators of change management strategies and promote critical discussion of some of the practical change management strategies used in the health and social care sector. The intention of these strategies is to plan for potential relapse and seek ways in which effective change strategies can create a resilient and robust workforce. The concepts will be explored by relating models of change to structures on a micro scale and at a macro scale to large organisational change strategies.

Learning Outcomes

- 1 Critically evaluate the management of change within health and social care
- 2 Critically analyse the cause, process and impact of strategic change
- 3 Evaluate the philosophies and competencies of effective strategies utilised when managing change
- 4 Critically examine change management and leadership practices in the sector to identify best practice in health and social care work.

Indicative Content

- Leadership and Management systems theory
- Accountability
- Political ideologies
- Models of Reflective Practice
- Change management and change leaders
- Sustainability and planning for relapse
- Cycle of change/ change curve
- Maintenance and management of change/ Micro and Macro change

- Working to outcomes

ADDITIONAL COSTS

There are no additional costs for this programme.

EQUIPMENT REQUIREMENTS

There are no specialist equipment requirements for this programme.

All core texts and associated materials are available in the Learning Resource Centre .

A range of IT services is also available in the Learning Resource Centre.

STUDENT PROTECTION PLAN

1. An assessment of the range of risks to the continuation of study for your students, how those risks may differ based on your students' needs, characteristics and circumstances, and the likelihood that those risks will crystallise

Blackpool and the Fylde College (B&FC) has been providing high quality career focussed education for over 125 years; the risk that B&FC is unable to fulfil its obligations and duties to you is very low because our financial performance is consistently strong. B&FC provides a range of services to a diverse student population and this economy of scale provides security that our financial position presents low to zero risk of non-continuation or closure.

The risk of campus closure is very low because B&FC has a rigorous business planning process that ensures that all our resources are matched against curriculum need. Whatever programme you are studying you can be assured that it is fit for purpose, meets the needs of industry and aims to secure long term sustainable employment. This level of planning and forecasting mitigates any risks associated with course or campus closure. In addition, new courses or those due for refreshing and updating through revalidation, conduct significant levels of market research ensuring curriculum and resources are fit for purpose, informed by employers and are subject to the highest level of scrutiny.

B&FC delivers highly specialised courses including honours degrees, foundation degrees, higher national diplomas and certificates all of these are co-created with employers. The risk that B&FC will no longer deliver courses at a specified campus is very low and as a mixed economy provider our economies of scale provide you with the added security that continuation of study will not be adversely effected.

The risk that we are no longer able to deliver material components of a course is low because courses are designed to be taught by integrated teams of academic staff who have levels of expertise matched against modules and levels, each module has at least two convenors attached thereby mitigating risks of dependency on individual members of staff. The breadth of provision at B&FC, where academic teams may deliver across multiple programmes and levels, provides highly effective continuity of service. This mitigates reliance on individual team members. In some areas where there are highly specialised skills, Marine Biology for example, we engage with a range of professional bodies, The Environment Agency and The Institute for Marine Biology for example, this provides an added layer of security to mitigate against any local skills shortage.

2. The measures that you have put in place to mitigate those risks that you consider to be reasonably likely to crystallise.

In the unlikely event that we were unable to deliver a course at a specified campus, where possible, the provision would be relocated to another campus and appropriate transport would be provided

for you to ensure your studies would not be interrupted. The flexibility of our estate makes relocation the most likely and positive outcome.

It may be that over time, a course in a specialised programme may be superseded by newer provision, and together with declining recruitment may need to close. Such instances are anticipated through highly effective curriculum planning and arrangements are made to ensure that all students currently enrolled to the programme continue to receive the teaching and learning opportunities that enable them to succeed. If B&FC were unable to continue to deliver courses in such circumstances, we have a commitment to 'teach out' the existing programme. This means that we commit to ensuring your course of study will be completed within the time scale specified at enrolment.

Many programmes are designed with shared pathways and modular components, this provides enhancements to the student experience and mitigates against the negative impact of small group sizes. There have been instances where programmes have continued with small group numbers and in these cases the overall student experience has been positively sustained. Highly effective business planning ensures this delivery model is sustainable.

In the highly unlikely event that B&FC were unable to deliver material components of a course in any subject our breadth and depth of academic expertise would enable us to provide secure continuation of study. Our partnership organisations would be an additional support in this regard and would extend our existing highly effective recruitment processes. One of our core values is to place the student at the heart of all we do and this value ensures you are a respected partner in all learning activities.

3. Information about the policy you have in place to refund tuition fees and other relevant costs to your students and to provide compensation where necessary in the event that you are no longer able to preserve continuation of study.

B&FC is in a strong financial position with significant fixed asset values. This means we are a financially stable organisation and in the highly unlikely event of a claim for non-continuation and associated compensation you can be assured that resources are in place to meet our obligations. If you are in receipt of loans from the SLC, in receipt of sponsorship or privately funded, refunds will fall within scope of the policy document attached.

In the unlikely event that significant changes to study locations are encountered, B&FC will provide you with flexible and appropriate arrangements to ensure that continuation of study is not adversely impacted. This may include the provision of bespoke transport arrangements between sites. Where possible a minimum of 5 weeks' notice will be given for any instances of relocation.

B&FC has a well-established bursary package: These are applied for and awarded annually. The eligibility criteria is specified in the link below. There is no precedent, within B&FC, for bursary payments being suspended without fault or breach of the terms and no instances of compensation claims in light of course closure or non-continuation.

The B&FC refunds and compensation policy is available through the College website.

4. Information about how you will communicate with students about your student protection plan

We will communicate the provision of the student protection plan to you and future students through the college website.

All published prospectus materials will include a link to this web site.

For new and existing students the plan will be included in all student handbooks and accessible through the virtual learning environment.

The student protection plan will be communicated to all staff through a programme of HE fora, including bespoke staff development sessions, conference activities and curriculum planning sessions. It will be considered through initial validation and revalidation events. Although B&FC may make improvements and minor adjustments to modules any changes which will trigger the student protection plan must be authorised by the Higher Education Academic Standards and Development Committee acting through delegated authority of the Higher Education Academic Board.

The student protection plan will be reviewed through a range of student engagement groups with formalised feedback from the Student Union. This will be managed through the normal quality cycle where the plan will be a standing agenda item on a Quality Assurance Meeting. This level of engagement will establish a partnership approach to the formation and review of the student protection plan with you as a key stakeholder.

Where possible you will be given a minimum of 5 weeks' notice, in writing, for material changes to your chosen course. The Directorate for Students will provide individualised support through 1:1 meetings to ensure effective support is in place. Heads of Curriculum will be available to support groups of students and the Higher Education Learning Mentors will provide an additional layer of support to ensure academic progression is not adversely affected. A minimum of three individual and two group meetings will be available during any transition period.

Independent advice will be delivered through the Student Union Executive and their elected representatives.

An open and transparent process of review will be conducted annually. Student representation will be managed by the Student Union Sabbatical Officer and the Student Union President with a formal report submitted to the HE Academic Board for consideration. The partnership arrangements already in place at B&FC will add a layer of cooperation to this process.