

## PART B - PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

### INTRODUCTION

This programme specification should be aligned with the learning outcomes detailed in the module specifications.

The expectations regarding student achievement and attributes described by the learning outcome in section D must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

In section D, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section D should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

<b>A. Overview/ factual information</b>	
<b>1.</b>	<b>Programme/award title(s)</b>
	FD Health and Social Care
<b>2.</b>	<b>Date of Validation</b>
	2 March 2018
<b>3.</b>	<b>Date of Revalidation</b>
	February 2023
<b>4.</b>	<b>Total credit points for the award</b>
	240
<b>5.</b>	<b>UCAS Code</b>
<b>6.</b>	<b>Programme start date</b>
	Sept 2018
<b>7.</b>	<b>Underpinning QAA subject benchmark(s)</b>
	Health Studies (QAA, 2016) Social Work (QAA, 2016) Social Policy (QAA, 2016)
<b>8.</b>	<b>External and internal reference points used to inform programme outcomes</b>
	Foundation Degree Qualification Benchmark (QAA, 2010) Foundation Degree Characteristics Statements (QAA, 2015)
<b>9.</b>	<b>Professional/statutory recognition</b>
	N/A
<b>10.</b>	<b>Programme Mode (Full Time, Part Time or Blended Learning)</b>
	Full time Part time
<b>11.</b>	<b>Delivery Pattern</b>
	2 Years – Full Time 3 Years – Part Time 2 Years – Fast Track Part Time
<b>12.</b>	<b>Dual accreditation (if applicable)</b>
	N/A
<b>13.</b>	<b>Date of production/revision of this specification</b>
	<b>February 2018</b>

## **B. Educational aims and objectives**

This broadly based degree has been designed not only for people who are working, or wish to work, in a wide range of settings related to the health, well-being and social care sector but also for people who want to develop a critical understanding of the dynamic nature of the management and delivery of services related to health, well-being and social care in the 21st century.

Students will learn about key approaches in, and explanations of, health, well-being and social care in addition to developing personal transferable skills in team-working, problem-solving, communication and Information Technology. Students will also develop a sound and critical understanding of policy, theory and practice that impacts the health and social care sector on a regular basis.

A key aspect of the Programme is the strong emphasis on developing graduate skills which will be valued by potential employers. Employability is therefore a theme running throughout the Programme and to this end work-based experience is included in each year of the Programme.

On completion of the Programme, students will have acquired the level of knowledge, understanding and transferable skills that will enable them to take full advantage of a wide range of employment opportunities in settings related to health, well-being and social care or enable them to progress onto the BA (Hons) Health and Social Care (top-up) programme delivered at Hull College Group in partnership with the Open University.

## **C. Relationship to other programmes and awards**

**(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)**

Upon Completion of this Foundation Degree programme, students can progress to the BA (Hons) Health and Social Care validated by the Open University. Within the degree there are opportunities for placement and volunteering opportunities. The Faculty of Business and Science has employer contacts within Hull and the surrounding areas that will enable students studying this programme to receive experiential learning opportunities within Health and Social Care.

## D. Programme Outcomes

### 1. Knowledge and understanding

<b>AO1</b>	Apply key academic skills within the context of Health and Social Care.
<b>AO2</b>	Examine the theoretical concept of reflective practice.
<b>AO3</b>	Examine key concepts of database searching methods.
<b>AO4</b>	Apply system-based knowledge of anatomy and physiology to practice.
<b>AO5</b>	Identify, explain and evaluate facts and concepts relevant to understanding the principles of care systems.
<b>AO6</b>	Evaluate the wider context of health and social care and the different roles of other professionals within those contexts.

### Learning and Teaching Strategy

In regards to academic development, a structured methodology approach to knowledge acquisition will be applied where each student will develop their own personalised knowledge acquisition process. This will be further developed through practical sessions, directed reading, case studies, reports, presentations, reflective logs/diaries and the application of relevant research-based evidence to support practice, workshops, discussions and interactive virtual learning. This wide range of learning methods will aim to synthesise the learning experiences students will encounter during work placements throughout the duration of the programme.

## 2. Cognitive Skills

<b>BO1</b>	Reflect on key principles, theories and evidence covered within the programme.
<b>BO2</b>	Evaluate and interpret health and social care related evidence in order to inform practice.
<b>BO3</b>	Apply theory to practice in the field of health and social care.
<b>BO4</b>	Develop and present a reasoned argument around the merits of the differing theories related to this field and the models of practice.
<b>BO5</b>	Examine the socio-economic, political and physical contexts of health and social care and the impact of these on health and well-being.
<b>BO6</b>	Apply facts, principles, concepts, and theories to the workplace and use different analysis and interpretation techniques used in health and social care.

### Learning and Teaching Strategy

Modes of delivery include lectures, guest speakers from appropriate health agencies/professions, seminars, group activities, workshops, debates and discussions, individual independent inquiry and analysis, web-based learning system (E-Learn) and personal tutorials. A key consideration in the programme is the role of experiential learning, where students engage in vocational activities. Learning will be encouraged through practical sessions, debates, observation and field trips as well as formal lectures and interactive seminars. Although there is written content for modules that will be followed during the teaching weeks, the students will be encouraged to develop their independent learning through guided activities in a practical setting and in workplace settings.

### 3. Practical and Professional Skills

<b>CO1</b>	Understand and perform appropriate and relevant practical procedures in a safe, professional and effective manner, including keeping records, carrying out calculations and data analysis and with knowledge of health and safety considerations.
<b>CO2</b>	Use specific equipment, technology, techniques, processes and terminology appropriately.
<b>CO3</b>	Appreciate diverse professional roles within Health and Social Care.
<b>CO4</b>	Demonstrate professional autonomy, responsibility and accountability, whilst identifying strategies for updating, maintaining and enhancing professional knowledge.
<b>CO5</b>	Ability to reflect on strengths, weaknesses, limitations and ways in which to develop knowledge.

#### Learning and Teaching Strategy

In each stage of the programme students will undertake experiential learning modules which will give the opportunity of experience in one or more organisations. These are key factors in helping students to develop their knowledge and skills in relation to employability, enterprise and entrepreneurship. The knowledge and skills developed whilst undertaking the work-based modules should see students developing a number of their practical and professional skills, which will be synthesised with the module content for a number of modules and also through the assessment methods for a number of modules.

#### 4. Key / Transferrable Skills

<b>DO1</b>	Select, retrieve, evaluate and use information from a variety of electronic and paper-based resources, and use appropriate referencing skills.
<b>DO2</b>	Select, evaluate and use electronic technologies, software and applications to communicate information to a range of audiences including academic, specialists and non-specialists.
<b>DO3</b>	Develop problem-solving skills, critical thinking, and autonomy.
<b>DO4</b>	Ability to plan, manage and critically evaluate their own learning and performance, show self-appraisal and reflection on practice; demonstrating how this has an impact on future learning opportunities and potential employment.
<b>DO5</b>	Working as a member of a team and with other professionals.

#### Learning and Teaching Strategy

Students will be engaged through a variety of learning and teaching approaches whilst studying the FD Health and Social Care. Challenging and authentic tasks will be used to stretch the students' capabilities in real world learning and assessment, resulting in a deeper approach to learning. The teaching, learning and assessment methods will focus on equipping students with the skills and knowledge required to be effective and successful students. A progressive approach will be used, so that students can build on knowledge, skills and critical thinking developed at level 4 and lead to increasing levels of independence and scholarship as required at level 5.

<b>E. Programme Structure</b>			
<b>Level 4</b>			
<b>Compulsory Modules</b>	<b>Credit Points</b>	<b>Optional Modules</b>	<b>Credit Points</b>
Professional Practice: Academic Skills	20		
Working in Organisations in Health and Social Care (Professional Practitioner)	20		
Contemporary Issues – supporting individuals with long term conditions	20		
Legislative Practice for Health and social Care	20		
Social Care Perspectives, Health and Illness	20		
Life Processors for Health – Anatomy and Physiology	20		
<b>Level 5</b>			
<b>Compulsory Modules</b>	<b>Credit Points</b>	<b>Optional Modules</b>	<b>Credit Points</b>
Enterprise and Employability in Health and Social Care	20		
Professional Practice: Research	20		
Safeguarding Vulnerable People	20		
Health Promotion and Family	20		
Health and wellbeing and the individual	20		
Mental Health and Society	20		
<b>Exit Award(s):</b>			<b>Credit Points</b>
<b>FD in Health and Social Care</b>			<b>240</b>

## **F. Distinctive features of the programme structure**

**Where applicable, this section provides details on distinctive features such as:**

- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

This programme requires students to undertake an 80-hour placement at each level. Placements are embedded within the Working in Organisations in Health and Social Care (L4) and also the Enterprise and Employability in Health and Social Care (L5). The placement typically should be undertaken one day per week for ten weeks in Semester 2. The Faculty has a large database of local and regional placements, however, students are expected to liaise directly with placement providers to arrange their placement and discuss expectations relating to learning outcomes, establishing a learning contract and completing an end of placement evaluation with their Placement Mentor. Students undertake sessions to prepare them for placement in Semester 1 of both levels; this includes recognising suitable placements, expected professional behaviour whilst on placement, appropriate strategies to deal with any problems on placement, and confidentiality and information governance.

Both students and mentors receive a Placement Handbook which contains all the necessary information and documentation to support their time on placement. Placement experiences, what students have learned about themselves and their placement organisation will be assessed via the production of reflective portfolios in both written and digital formats.

Students are required to undertake a DBS check before they commence a placement, as students may be working with vulnerable people, and be expected to meet the Hull College Group standards for practice placements.

For those applicants that are already working within health or social care settings, either paid or voluntary, agreement of the organisation to support them to gain the foundation degree will be required. During the application interview, the team will confirm that the student's workplace or volunteer setting will allow the student to fulfil the programme requirements. For those applicants who are not already working within health or social care settings, they will be responsible for organising individual work-based experiences.

## **G. Support for students and their learning**

Students receive pastoral and academic support through the College Tutorial System which includes group and individual tutorial entitlements. Students will also be able to access online materials as part of their studies to further develop their own understanding during their self-directed study.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review. Personal Development Planning is embedded in all Awards. The Library staff provides support for learners during the induction period and throughout the programme.

## Support Staff

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## H. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. Students should have completed a relevant Level 3 qualification with an appropriate grade profile or a qualification in an equivalent subject and level of study.

Admission criteria: 64 UCAS points under the new UCAS Tariff from 2017.

The following minimum criteria applies:

- GCE/VCE Advanced Level and New Nationals. One 6-unit qualification at Advanced level, plus three other subjects at GCSE grade C or above.
- National Certificate/Diploma or suitable bridging course in a qualification relevant to the course chosen.
- SQA Advanced Highers. One band C Advanced Higher Pass plus three other subjects at standard grade (grade 3) or above.
- International Baccalaureate. Award of the Certificate with a minimum of 20 points.
- Irish Leaving Certificate. Three higher/honours passes at grade C.
- Access courses.

The following qualifications are welcomed and will be taken into consideration by the Admissions Team, but may enable entry on to the Award only in conjunction with other qualifications:

- GNVQs/NVQs or other Level 3 vocational qualifications within the relevant QCA framework.
- City and Guilds qualifications at Level 3 or above.
- Advanced Modern Apprenticeships with Level 3 qualifications.

Applicants are not necessarily expected to have formal qualifications. For example, they may have had appropriate work experience, paid or unpaid. Students may be admitted onto the Award on the basis of non-certificated learning. Students will be required to evidence this previous experience and also consider whether an application for APL (see below) could be considered.

A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course. Applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity.

### **Accreditation of Prior Learning (APL)**

The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL). Accreditation of prior learning (APL) is defined as a system whereby academic credits can be awarded for previous learning that has taken place either through formal courses of study (Accreditation of Prior Certificated Learning - APCL) or in other ways (Accreditation of Prior Experiential Learning- APEL).

**Additional Requirements for Entry to the Programme:**

Entry directly onto Level 5 is possible either through a level 4 qualification such as an HNC Health and Social Care Qualification or the completion of a suitable Certificate of Higher Education. Prospective students will need to complete an APL/APEL claim as soon as possible before the programme starts.

**I. Language of study**

Programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

**J. Information about assessment regulations**

**Summary of Assessment Requirements:**

The programme adopts, in full, the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit all of the appropriate assessments to Turnitin. All work will be marked electronically and grades recorded electronically once the moderation process has completed. Assignments are due on an agreed date for submission to the Faculty Board Office.

Feedback to students on assessments is provided within 20 working days of the hand-in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments. It is important for all students to be aware that grades are not final until they have been ratified by a Board of Examiners, so any provisional grades until this point may be subject to change.

**External Examiners**

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

The role of External Examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College, and nationally. External Examiner/Adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and, in all cases, course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

**K. Methods for evaluating and improving the quality and standards of teaching and learning.**

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Curriculum planning
- Course team minutes
- Quality Enhancement Plans (QEPs)
- Modifications of the course
- National Student Survey (NSS) and other surveys which are administered by the college

This award will be evaluated against the following criteria:

**Benchmark alignment:**

The award will be reviewed against appropriate benchmarks and professional frameworks.

**Quality Improvement:**

The award will be subject to peer review as part of the College quality improvement processes and will also be subject for data interpretation during the Curriculum and Quality Meetings between the Assistant Principal of Higher Education, the Quality Directorate and the Faculty Management Teams.

**Student Perceptions**

The award will be subject to Student Experience Meetings, module and mid-module evaluations, the NSS and other student feedback mechanisms. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and Academic Board.

**Recruitment Retention and Achievement**

The award will be measured against annually agreed college targets which will be monitored through the Curriculum and Quality Meetings and also through the annual monitoring process.

**L. Annexes**

<b>Annexe 1</b>	Curriculum Map
<b>Annexe 2</b>	Assessment Map
<b>Annexe 3</b>	Programme Delivery Models

### Annexe 1 – Curriculum Map

(This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes)

Level	Module Name	Semester	Knowledge and Understanding						Cognitive Skills						Practical and Professional Skills					Key Transferrable Skills				
			AO1	AO2	AO3	AO4	AO5	AO6	BO1	BO2	BO3	BO4	BO5	BO6	CO1	CO2	CO3	CO4	CO5	DO1	DO2	DO3	DO4	DO5
4	Professional Practice: Academic Skills	1	x	x	x				x		x			x				x	x	x	x	x	x	
4	Working in Organisations in Health and Social Care (Professional Practitioner)	2	x	x	x				x		x			x				x	x	x	x	x	x	
4	Contemporary Issues – supporting individuals with long terms conditions	2			x		x	x	x				x					x						
4	Legislative Practice for Health and Social Care	1			x		x			x	x							x		x				
4	Social Care Perspectives, Health and Illness	2					x	x	x	x		x	x			x								
4	Concepts of Anatomy and Physiology	1				x			x	x	x				x	x				x				
Level	Module Name	Semester	AO1	AO2	AO3	AO4	AO5	AO6	BO1	BO2	BO3	BO4	BO5	BO6	CO1	CO2	CO3	CO4	CO5	DO1	DO2	DO3	DO4	DO5
5	Enterprise and Employability in Health and Social Care	2		x				x	x	x	x	x					x	x	x			x	x	
5	Professional Practice: Research in the context of health and social care.	2	x	x			x		x									x	x	x	x			
5	Safeguarding Vulnerable People	1					x	x	x		x				x				x		x			
5	Health Promotion and Family	1				x	x	x	x		x	x	x		x					x	x		x	
5	Health and wellbeing and the individual	1					x		x		x					x		x					x	
5	Mental Health and Society	2				x	x	x	x	x	x		x	x				x	x		x	x		

**Annexe 2 – Assessment Map**  
**Level 4 – Foundation Degree in Health and Social Care**

Assessment Method	Professional Practice: Academic Skills	Working in Organisations in H&SC (Professional Practitioner)	Contemporary Issues – supporting individuals with long term illnesses	Legislative Practice for Health and Social Care	Social Care Perspectives, Health and Illness	Life Processors for Health – Anatomy and Physiology
Reflective Journal	<b>60%</b>					
Group Presentation	<b>40%</b>					
Field Report		<b>60%</b>				
Video Reflection		<b>40%</b>				
Seminar Delivery				50%		
Poster Presentation				50%		
Client Care Plan				<b>50%</b>		
Group Poster Presentation				<b>50%</b>		
Group VIVA					<b>30%</b>	
Essay					<b>70%</b>	
Individual Presentation						<b>50%</b>
Problem Sheets						<b>50%</b>

<b>Annexe 2 – Assessment Map</b>						
<b>Level 5 – Foundation Degree Health and Social Care</b>						
<b>Assessment Method</b>	<b>Enterprise and Employability in H&amp;SC</b>	<b>Professional Practice: Research in the context of health and social care.</b>	<b>Safeguarding Vulnerable People</b>	<b>Health Promotion and Family</b>	<b>Health and wellbeing and the individual</b>	<b>Mental Health and Society</b>
Consultancy Report	<b>75%</b>					
VIVA	<b>25%</b>					
Research Proposal		<b>100%</b>				
Essay			<b>60%</b>		<b>70%</b>	
Individual Presentation			<b>40%</b>		<b>30%</b>	
<b>Report</b>				<b>40%</b>		
<b>Essay</b>				<b>60%</b>		
Critical Discussion Paper						<b>100%</b>

### Annexe 3 - Programme Delivery Models

#### **Full Time Delivery Model: Year 1**

Semester 1	Semester 2
Professional Practice: Academic Skills	Working in Organisations in Health and Social Care (Professional Practitioner)
Life processors for Health - Concepts of Anatomy and Physiology	Contemporary Issues – supporting individuals with long term conditions
Legislative Practice for Health and Social Care	Social Care Perspectives, Health and Illness

#### **Full Time Delivery Model: Year 2:**

Semester 1	Semester 2
Safeguarding Vulnerable People	Enterprise and Employability in Health and Social Care
Health Promotion and Family	Mental Health and Society
	Professional Practice: Research in the context of health and social care.

#### **Part Time Delivery Model**

Year One	
Semester 1	Semester 2
Professional Practice: Academic Skills	Social Care Perspective Health and Illness
Life processors for Health - Concepts of Anatomy and Physiology	Health Promotion and Family
Year Two	
Semester 3	Semester 4
Legislative Practice for Health and Social Care	Mental Health and Society
Working in Organisations in Health and Social Care (Professional Practitioner)	Safeguarding Vulnerable People
Year Three	
Semester 5	Semester 6
Contemporary Issues - supporting individuals with long term conditions	Professional Practice: Research in the context of health and social care.
Health and wellbeing of the individual	Enterprise and Employability in Health and Social Care

#### **Part Time Delivery Model Fast Track: Year 1**

Semester 1	Semester 2
Professional Practice: Academic Skills	Working in Organisations in Health and Social Care (Professional Practitioner)
Life processors for Health - Concepts of Anatomy and Physiology	Health Promotion and Family
Legislative Practice for Health and Social Care	Social Care Perspectives, Health and Illness

**Part Time Delivery Model Fast Track: Year 2:**

<b>Semester 1</b>	<b>Semester 2</b>
Safeguarding Vulnerable People	Enterprise and Employability in Health and Social Care
Life processors for Health - Concepts of Anatomy and Physiology	Mental Health and Society
Health and wellbeing of the individual	Professional Practice: Research in the context of health and social care.