

Validation Document		
1	Title of Programme	Social Care
2	Award (e.g. FdA, FdSc)	FdA
3	Contained Award	Certificate of HE for successful completion of 120 credits at Level 4
4	UCAS code (if applicable)	L5G1
5	HECOS codes	100501
6	Mode of Study (full and/or part-time)	Full Time
7	Duration (total number of years)	2
8	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
9	Accrediting Professional / Statutory Body (if applicable)	n/a
10	Location of delivery	Grimsby Institute
11	Faculty	Health Well Being & Society
12	Entry requirements	
<p>All applicants will be interviewed by the academic team.</p> <p><b>Standard Entry</b> Standard entry requirement for the degree will be 80 UCAS points from 2 A levels or a 60 Credit Access-to-HE-Diploma (45 credits must be level 3). A minimum of grade '4' or C in GCSE English and Maths or equivalent Functional Skills Level 2 in both English and Maths.</p> <p><b>Non-standard offer</b> The TEC Partnership will also encourage applications from non-traditional learners who lack formal academic qualifications to apply via the Standard Entry route. Applicants will still require a minimum of grade '4' or C in GCSE English and Maths or equivalent Functional Skills Level 2 in both English and Maths. All such non-traditional applicants will be set an appropriate piece of work in the form an essay (completed at the University Centre) which demonstrates the use of ICT. A judgement will be made taking account of their academic potential and relevant life and or work experience.</p>		

### Accreditation of prior learning

Applicants may be admitted with credit for prior certificated learning (APCL) or work experience or other uncertificated learning (APEL) – refer to the HE07 Admissions, Admissions Appeals and APEL.

### International admissions

Due to the amount of placement hours required to be completed for this programme we are unable to accept international students.

### Additional Requirements

This programme may involve regular contact with vulnerable adults or children in the placement setting, also known as regulated activity, as such a **Disclosure and Barring Service (DBS)** check **must be completed** on enrolment of the programme, All DBS certificates will be reviewed on an individual basis. The DBS will incur an additional charge which will be the responsibility of the student.

All students will be required to undertake a 'Fitness to Practice' screening to ensure that their health and safety is maintained whilst on placement.

Applicants do need to be aware that the use of ICT is embedded within all aspects of the programme.

13	Minimum number of students required for the programme to run	12
14	Degree classification weighting	

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

15	Aims of the programme and distinctive features/fit with existing provision
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Social Care workers play a pivotal role in the support and care of vulnerable children and adults within a rapid changing society. There has never been a more poignant time for those wishing to develop a career within the social care sector or for those to who already work within the sector to undertake study which will provide them with the essential skills, knowledge and practice experience to gain formal qualifications in Social Care.

The FdA Social Care programme aims to provide students with the underpinning legislative, theoretical and policy knowledge which underpins Social Care practice. Students will be provided with the opportunity to develop transferable skills in research and academic writing along with critical thinking and reflective practice skills crucial when working in this complex sector. Key topics within the fields of Sociology, Psychology, Social Policy will be investigated along with more practice specific topics such as person-centred practice, equality and diversity, and safeguarding. Social Care does not function in isolation and the role of multi-agency working with other professionals from health, education and other support sectors will be embedded within the relevant modules.

The course provides students with the opportunity to gain 'real life' work experience where they can apply the skills and knowledge gained to practice with children, families and vulnerable adults. This will include providing students opportunities to develop and expand upon key skills and knowledge that are essential for competent practice with the key ethos and values base which are grounded within principles from the Professional Standards for Social Work England.

On completion of the programme a graduate will be able to:

- Promote the rights, strengths and wellbeing of people, families and communities;
- Establish and maintain the trust and confidence of people;
- Be accountable for the quality of their practice and the decisions they make within legal and policy frameworks;
- Recognise the importance of continual engagement with critical professional development;
- Act safely, respectfully and with professional integrity within anti discriminatory and anti-oppressive practice;
- Work within ethical practice, promote concerns and act within professional standards.

The general aims of the programme are to:

- Provide a programme of study for those who currently work or for those wanting a career within the social care sector;
- Equip students with the theoretical knowledge, professional conduct competencies and practice skills necessary to work with service users across different social care settings;
- Develop reflective practitioners who are 'fit for practice' to safeguard the health and wellbeing of individuals with social care needs;
- Enable progression onto a professional qualification;
- Work based practice placement of 200 Hours.

#### Distinctive Features

Social Care practitioners can make a profound difference in the lives of vulnerable people in society with complex needs. This programme is specifically aimed for those who wish to have a career in the Social Care sector and aims to equip graduates with the values, skills, knowledge and practice experience to work with Children, Families and/or vulnerable adults. As such, students will explore a range of theoretical and policy-based subjects which are all contextualised and applied to practice. Students will complete 200 hours of practice placement in a range of appropriate social care settings, including those from the private and voluntary sector. This will provide a valuable opportunity to experience the 'real world' of working in the sector, applying theoretical and policy knowledge into the professional standards of practice whilst developing critical reflective skills.

The programme sits well within the school of Health & Care Industries and the existing provision where there is a focus on Health and Social Care related programmes. It will draw upon the expertise of staff who teach across a range of programmes in relation to their subject specialism's and will include guest lectures from different professionals across specific sectors.

This programme provides an enriching experience where tutors are committed to encourage students to become independent and autonomous learners and develop their own sense of professional identity. Small cohort sizes enable learners to feel secure and build confidence in their own abilities within a supportive learning environment both in college and on placement.

Building on positive relationships we have with employers will enable them to continue to develop and shape their future workforce. The programme enables students to apply for career opportunities in different areas across the sector from working in family support, schools, family centres, youth and community work and supported living to residential care, youth justice, mental health and wider areas of social care support.

Students studying on this programme can progress onto further study to complete a Top up in Health & Social Care or Childhood and Youth Studies within the University Centre or students can apply to other HE providers to undertake a Social Work or Social Science degree

16 Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i>		
	Programme Learning Outcome	Subject Benchmark Reference
1	Develop critical knowledge, skills and practice related to the care of service users within the wide context of social care, including multi-agency and multi-disciplinary working.	SW 5.3ii, 5.4i, ii5.5ii 5.14i,ii,iii,iv,vi,viii,ix,x,xi 5.15i,ii,iv 5.16 iii, v, ix YCW 4.16i,ii,vii,viii,ix 5.7i,ii,viii
2	Understand and apply complex sociological and psychological theory in relation to human behaviour at an individual, group and societal level.	SW 5.2iii,vi,ix 5.4iii,iv
3	Work critically within the professional values, ethical principles and anti-oppressive practice within professional caring relationships to promote healthy lifestyles and develop empowered service users.	SW 4.14iv, 5.5iv 5.13 iii, vi 5.15 v, viii 5.3vi, YCW 5.4iii, 7.3i
4	Practice within local, national and international legislation, policy, guidelines and/or statutory codes of conduct that informs professional and self - regulation in social care.	SW 5.3iv,v,v, 5.5iii, 5.6iii,iv,v,vi YCW 5.5iii
5	Critically evaluate and integrate knowledge of the factors contributing to the inequality within society of different social groups challenging discrimination and oppression at an individual, societal and structural level considering the differential needs of service users.	SW 4.7iii,5.2iii 5.4iii, iv, v 5.14iii 5.16vi, YCW 4.7iii, 7.6iv
6	Critically reflect on personal and professional development and review own progress towards improving knowledge and skills that underpins safe and effective practice	SW 5.2viii 5.3i, iii, vii, viii, xi, xii YCW 5.3vii, 5.3viii
7	Critically engage in interactive learning between classroom and practice learning settings applying theory to practice.	SW 5.5ii,iii,v,
8	Practice and contribute to person centred assessment and planning, documenting outcomes in partnership with clients and significant others using effective communication.	SW 5.7i 5.11i, ii
9	Study, apply and critically reflect on the ethical principles that are core to the care service users, particularly those that lead to marginalization within society	SW 4.7ii, 5.3i, ii, iii, v, vii, viii, ix 5.11,ii 5.14ii, 7.3i YCW 4.7ii, 7.3 i
10	Actively engage with technology, particularly the effective and efficient use of information and communication technology whilst adhering to legislation and practice for storing and sharing information.	SW 5.12i, 5.18i, ii, iii YCW 5.8iii
11	Demonstrate and analyse the Identification, interpretation and relevant primary and secondary data using qualitative and quantitative methods and being able to read and describe the use of statistics in research.	SW 5.2vi, vii 5.3iv 5.4ii 5.7iii 5.11iii,iv 5.13i,iv 5.15vi 5.17viii 5.18iii, 5.8i,ii,iii, 5.8v,vi
12	Gather, interpret and critically evaluate evidence and information from a wide range of sources, conveying ideas in an appropriate written or oral format, including the presentation of data which meets academic conventions.	SW5.7iii, 5.12ii, iii 5.18i, iii YCW 5.8i, 5.8ii, 5.8iii, 5.8v, 5.8vi, 5.8xiii

Each trimester consists of eight weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level.

At level 4 students are supported to develop their academic skills through a research and study skills module which will enable them to be able to complete their assessments to the correct level of academic requirements. Essay and Report writing, presentations using ICT, reflective writing, undertaking secondary research and presenting structured arguments and Harvard referencing will be introduced and assessed. At this level basic principles of all the concepts within these modules are taught so these can be built upon as they progress to higher levels.

At level 5 students are supported to build upon the academic skills gained at level 4 with a stronger focus on independent research, developing skills further in critical thinking and writing. Constructing critical arguments and using wider source material to support their work. Module assessment will be varied to develop and test the students' academic, problem solving and practice skills at the required level.

### **Knowledge and Understanding**

Knowledge and understanding is acquired through a number of methods within the FdA Social Care programme. These methods include lectures, seminars, tutorials, group work, research activities, computer assisted learning, case studies and other multi-media presentation. There will be enrichment opportunities for students throughout each academic year that will be presented via guest speakers as well as master classes within the institute that will hold a different focus, such as research or employability.

The use of self-directed study and independent learning will be essential to all levels, with tutors guiding and assisting self-directed learning, dependent on the level of the student. The VLE will be used widely to enable self-directed study and involvement with the sector and other institutions. The VLE will be utilised for independent engagement with students, whereas social media will be used as a notice board for students and outside bodies.

### **Intellectual Skills**

Intellectual thinking skills are developed during the sessions that students will attend; where students will be encouraged to engage in discussion, evaluation and analysis of Social Care based research and theory. Study skills and reflective writing will be placed throughout all levels, and in specific modules, where the aim is for students to further develop their intellectual skills to allow competency in their own Social Care practice.

### **Practical and Professional Skills**

At Level 4, the programme focuses widely on developing students skills for practice, along with the development of professionalism skills required for working in the sector. This is to ensure assured that they can practice appropriately for working within different areas of Social care. Students will be encouraged to learn, develop and evaluate their own skills in practice through specific modules designed to develop reflective skills required in practice.

At Level 5 student will develop critical skills of reflection in practice along with resilience, decision making and accountability. At this level, students will be engaged in critically evaluating their own and practice of others within the legislative frameworks which guide practice.

Students on this programme also have a unique opportunity to develop these skills within the social care sector through their work placement. Student will undertake 200 hours of work-based learning across the two years of study. Students will be required to have a mentor in sector, to learn and develop more specialised and relevant practical and professional skills; this is something implemented throughout all elements of this foundation degree.

### **Transferrable Skills**

There are a wide range of transferable skills that students will develop during this programme. These skills are designed to encourage students in a positive and progressive manner in their education and placement. These methods will introduce students to research managing, time managing, presentation skills, ability to work within a group and individually, presentation of self, professional standards and professional qualities when dealing with service users. The programme aims to facilitate critical thinking and reflection by questioning and critically discussing beliefs, discourses and attitudes. Anti-discriminatory and anti-oppressive practice is embedded throughout the programme which is aimed to challenge students in order to address issues across a diverse client group. These methods are embedded into all the modules which are taught within this programme

18	Programme Structure			
Module Title	Core/ Option	Credits	Level	Delivery T1/T2/T3
Developing Professional Skills (WBL)	C	20	4	T1, T2 & T3
Study Skills & Research in Social Care	C	20	4	T1
Equality, Diversity and Inclusive Practice	C	20	4	T1
Understanding Society	C	20	4	T2
Theories & Models of Social Care	C	20	4	T2
Developmental Psychology – Child and Youth Development	C	20	4	T3
Professional Practice (WBL)	C	20	5	T1, T2 & T3
Working with Vulnerable People	C	20	5	T1
Contemporary Issues in Social Care	C	20	5	T1
Solution Focused Practice	C	20	5	T2
Developmental Psychology Across the Lifespan	C	20	5	T2
Health Promotion: Investigation and Planning	C	20	5	T3

19	References used in designing the programme
<p>QAA Subject Benchmark statement – Social Work (2019)  QAA Subject benchmark statement: Youth and Community Work (2019)  Social Work England: Professional Standards (2019)</p>	
20	Indicators of quality and standards
<p>The programme will follow the QA standards of the TEC Partnership. The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews will be published and any weaknesses addressed as appropriate. The TEC Partnership also undertakes several scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality department and a copy forwarded to the relevant School. The TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to the relevant HE committee. The TEC Partnership also monitors External Examiner reports, these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the TEC Partnership's External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of the TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p>	
21	Particular support for learning
<p>The needs of disabled learners are considered in the design of all learning programmes.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.</p> <p>In addition to study skills embedded in the programme, the TEC Partnership employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one support and also timetabled study skill workshops.</p>	
22	Methods for evaluating and improving the quality of learning
<p>All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and</p>	



module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

The TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller course's student opinion may be gathered by other survey means. Informal student forums are held by the programme leader within tutorial sessions to gain feedback on course content and student experience. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, The TEC Partnership facilitates the UCG Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within the TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events in UCG.
- Increase student engagement in all aspects of Higher Education quality processes.

23	Identify any ethical issues that relate to this programme's teaching and assessment
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The teaching and learning strategies employed by tutors within the TEC Partnership comply with the ethical values of the TEC Partnership.

All staff teaching on the programme are required to annually engage in continuing professional development to ensure quality of teaching and learning. Practise learning based modules are focused around enhancement of ethical practice and are designed to ensure client and organisational confidentiality. The School of Health & Care Industries is committed to ethical standards and as such placement contracts are signed and abided by both the organisation and student cohort.

When submitting assessments, students must adhere to professional principles of confidentiality as failure to do so may lead to action being taken to prevent students from completing their programme of study.

This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work. Where assessments are judged, by module tutors, to require ethical approval when undertaking primary research, students will be expected to submit a proposal to the School/Faculty and/or TEC Partnership's Ethics Committee.

The aim of the programme is to provide students with the foundations to become a high-quality practitioner in the social care sector. As such, assessments must demonstrate safe and ethical practice when students are reflecting on individual circumstances. Should an assessment fail to meet the

learning outcomes, or demonstrate unsafe practice, the student will be referred to the fitness to practice panel.

Information regarding ethics approval can be obtained from the Institute’s Higher Education Quality Handbook at the following link <https://grimsby.ac.uk/documents/highereducation/quality/HE14/HE14-Ethics-Approval.pdf>

24	Is the Work Based or Work Related?	Work Based
25	How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support	

Identification and quality assurance of placement opportunities, management arrangements, learning agreements, mentoring, supervision arrangements and support for employers form an integral part of the process in monitoring placements.

Students are required to complete 200 hours of placement across the 2 years. A minimum of 50 hours and a maximum of 100 hours to be completed at level 4 in order to progress to level 5 where students will complete the remaining hours to ensure continuity of work placement throughout the programme. Students are required to have a DBS check on enrolment of the programme and will not be able to embark on the placement until this is completed. Preparation for placement is part of the taught modules in trimester 1 and students are expected and encouraged to secure their own placements supported by the HE placement team and the module tutors to develop positive employability skills through the process.

Confidentiality is an expectation of all students who go out on placements, students are expected to complete a work –based learning workbook and to ensure that all sections of this is signed off by the student, the placement mentor and the HE placement team. Students are monitored on placement via a visit each year by the HE placement team with the student and their mentor, this is to ensure that students are being offered appropriate learning opportunities and are progressing well in their placement. SMART targets are set by students and mentor in line with the requirements of the programme and the meeting checks these are being implemented and reviewed within their practice by their practice mentor. Module tutors continually assess performance within the placement modules level 4 – Developing Professional Skills and Level 5 – Professional Practice with successful completion of 200 hours over the programme.

The HE placement team liaises with employers, teaching staff and Curriculum Managers to ensure student achieve a positive and developmental learning experience.

26	Resources Supplied to the Student	
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All teaching staff are experienced and hold recognised teacher status (RTS). The programme may draw upon sector expertise for specific modules. Guest lectures will form a part of the teaching across some modules delivered on the programme, these will utilise sector expertise in relation to expanding the students’ application of knowledge and skill sets needed. Guest speakers from across a range of disciplines will bring sector related knowledge and application of theory to practice.

27	Resources needed to pass the programme	
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An enhanced DBS is mandatory for all students on this programme in order to go out on placement and complete the associated hours for this programme. An application for this will be completed alongside payment at the time of enrolment to avoid delays in starting their placement.

28	Revision History	
Version	Details of major modification	Date of approval
1		
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Curriculum Map

Key	Work – State WB or WR or blank Comp = Compensatable Y or N				P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome													
	Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12
	Developing Professional Skills (WBL)	4	WB	Ashley Meechan	Organisational Report (50%) Practice Skills Log (50%)	N	P		P	P	P	P	P	P	P	P		P
	Study Skills & Research in Social Care	4	-	Ashley Meechan	Individual Portfolio (100%)	Y										P	P	P
	Equality, Diversity and Inclusive Practice	4	WR	Linda Lobendhan	Individual Poster Presentation with Synopsis (60%) Reflective Report (40%)	N	P		P	P	P		P		P			P
	Understanding Society	4	-	Laura Tombs	Essay (60%) Group Publication (40%)	N	P	P		P	P	P				P	P	P
	Theories & Models of Social Care	4	WR	Ashley Meechan	Needs Assessment (60%) Report (40%)	Y	P	P	P			P	P	P	P			P
	Developmental Psychology – Child and Youth Development	4	-	Sarah Nowell	Group Presentation (50%) Essay (50%)	Y		P									P	P
	Professional Practice (WBL)	5	WB	Ashley Meechan	Practice Competency Portfolio and Signed Hours Log (100%)	N	F		F	F		F	F		F			
	Working with Vulnerable People	5	WR	Linda Lobendhan	Multi Agency Meeting (50%) Serious Case Review (50%)	N	F		F	F		F		F	F	F		F
	Contemporary Issues in Social Care	5	WR	Ashley Meechan	Group Action Party supporting a Manifesto (100%)	Y	F	F		F			F			F	F	F
	Solution Focused Practice	5	WR	Counselling tutor	Individual Report (70%) Group Role Play Scenario with Individual Reflective(30%)	N	F	F	F		F		F	F	F	F		
	Developmental Psychology Across the Lifespan	5	-	Victoria Coddington	Individual Poster presentation (40%) Literature Review (60%)	Y	F	F		F	F							F
	Health Promotion: Investigation and Planning	5	WR	Jenny Allis	Research Project (100%)	N	F	F	F		F		F			F	F	F