		Validation Document
1	Title of Programme	(a) FdA Social Care (b) FdA Social Care (Mental Health)
2	Award (e.g. FdA, BA)	FdA
3	Contained Award	Certificate of HE for successful completion of 120 credits at Level 4
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	(a) L5G1 (b) L5G3
6	HECOS codes	100501
7	Mode of Study (full and/or part-time)	Full Time
8	Duration (total number of years)	2
9	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.
10	Accrediting Professional / Statutory Body (if applicable)	n/a
11	Location of delivery and Faculty	Grimsby Institute / Health, Wellbeing and Society
12	Entry requirements	

Standard offer
Applicants will require 80 UCAS points in a related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

Non-standard offer
Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work and a judgement made considering their academic potential and relevant work/experience. All applicants must provide evidence of GCSE Maths or English at Grade C/4 or equivalent.

Accreditation of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to the HE21 Student Transfer and the Accreditation of Prior Learning.

Additional Requirements

The programmes 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 programmes, 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

The FdA Social Care and FdA Social Care (Mental Health) programmes aim to provide students with the underpinning legislative, theoretical and policy knowledge which underpins both Social Care and Mental Health 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 these complex sectors. Key topics within the fields of Sociology, Psychology, and Social Policy will be investigated along with more practice specific topics such as person-centred practice, equality and diversity, and safeguarding.

FdA Social Care (A)

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 current pandemic has notably had a detrimental impact upon the Social Care workforce and our communities. A significant increase in referrals and accessing services has identified the importance of the social care sector and its workforce as pivotal components in the promotion of societal health, wellbeing and Care delivery. The FdA Social Care programme aims to equip students with knowledge surrounding Contemporary Issues within Social Care, interventions utilised and the importance of care delivery. The work-based learning element will allow students to gain practical experience within sector, with opportunities to upskill and continuously progress during their learning journey, establishing links between theory and practice during study and within future employment.

FdA Social Care (Mental Health) (B)

The FdA Social Care (Mental Health) Programme provides opportunity for students wanting to pursue a career or knowledge within the Mental Health sector. The pandemic has had a detrimental impact upon society and as consequence, ill mental health/ poor mental health status has significantly increased. In North East Lincolnshire there has been an increase in accessing Mental health services and referrals. The FdA Social Care (Mental Health) programme aims to equip students with knowledge surrounding contemporary Mental Health Illnesses, interventions and Care delivery. It will provide opportunities for applicants to upskill within sector during the Work based learning element , and develop key skills and knowledge that are essential for competent practice within the Mental health sector.

On completion of the programmes 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/ codes of practice.

The general aims of the programmes are to:

- Provide a programme of study for those who currently work or for those wanting a career within the social care or mental health 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 well-being of individuals with social care and/or mental health needs;
- Enable progression onto a professional qualification;
- Work based practice placement of 200 Hours.

Distinctive Features

Social Care and Mental Health practitioners can make a profound difference in the lives of vulnerable people in society with complex needs. The programmes are specifically aimed for those who wish to have a career in the Social Care or Mental Health 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 and mental health 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 programmes sit 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.

The programmes will provide 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 programmes will enable 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 either programme can progress onto further study to complete a Top up in Health & Social Care or Childhood and Youth Studies at the Grimsby Institute or students can apply to other HE providers to undertake a Social Work or Social Science degree

16	Programme Learning Outcomes *Upon successful completion of this programme a student will be able to...*		
	Programme Learning Outcome	Subject Benchmark Reference	P/W
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 YCW4.16i,ii,vii,viii,ix 5.7i,ii,viii	a, b
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 SFHMH K16, K17, K30, K33	a, b
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 4.6, 4.7, 5.3i , 5.3iv, 5.3 vii, 5.3vii, 5.13 iii, 5.15 v, viii YCW 5.4iii, 7.3i SFHMH25 P2, 10, 28, 29, 30,32, K1,K3, K15, 20, 26.	a, b
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, 5.5iii, 5.6iii,iv,v,vi YCW 5.5iii SFHMH 25 K15	a, b
5	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	a, b
6	Critically engage with learning between classroom and practice, applying relevant theory to practice.	SW 5.5ii,iii,v,	a, b
7	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	a, b

		SFHMH25 P2, 10, 28, 29, 30,32, K1,K3, K15, 20, 26.	
8	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 511,ii 5.14ii, 7.3i YCW 4.7ii, 7.3 i SFHMH K14, K15, K18	a, b
9	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	a, b
10	Gather and critically evaluate evidence and information from a wide range of sources, conveying ideas with adherence to academic conventions, including analysis of primary and secondary data using research methodologies.	SW 5.2vi, vii, 5.3iv, 5.4ii, 5.7iii, 5.11iii,iv 5.12i, ii, iii, 5.13i,iv 5.13i, iv 5.15vi, 5.18i, iii YCW 5.8i, 5.8ii, 5.8iii, 5.8v, 5.8vi, 5.8xiiI	a, b
11	Understand and evaluate the complexities of psychological assessment and intervention in the field of Mental Health.	SW 5.2iii, 5.4i, 5.5iv SFHMH97 P1,P3,P4,K5,K7,K8,K1 8	b
12	Critically evaluate potential factors that may impact upon an individual's Mental Health, applying theory to practice.	SW 5.2iv, 5.3xi, 5.4iii SFHMH14 P2,P4,P8,K7,K10,K11, K14,K18.	b

17	Teaching and Learning Strategy

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 both the FdA Social Care and FdA Social Care (Mental Health) programmes. These methods include lectures, seminars, tutorials, group work, research activities, computer assisted learning, case studies and other multi-media presentations. There will be enrichment opportunities for students throughout each academic

year that will be presented via guest speakers as well as master classes 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 that they can practice appropriately for working within different areas of Social care or Mental Health. 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 the 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 and mental health sectors 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, time management, 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

(a) Social Care

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
Understanding Society	C	20	4	T1
Equality, Diversity and Inclusive Practice	C	20	4	T2
Theories & Models of Social Care	C	20	4	T2
Developmental Psychology – The Early Years	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
Research Methods	C	20	5	T3

(b) Social Care (Mental Health)

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
Understanding Society	C	20	4	T1
Conceptions of Mental Health	C	20	4	T2
Theories & Models of Social Care	C	20	4	T2
Developmental Psychology – The Early Years	C	20	4	T3
Professional Practice (WBL)	C	20	5	T1, T2 & T3
Interventions In Mental health	C	20	5	T1
Contemporary Issues in Social Care	C	20	5	T1
Substance Misuse and Addiction	C	20	5	T2
Developmental Psychology Across the Lifespan	C	20	5	T2
Research Methods	C	20	5	T3

19	References used in designing the programme

QAA Subject Benchmark statement – Social Work (2019)
QAA Subject benchmark statement: Youth and Community Work (2019)
Social Work England: Professional Standards (2019)
National Occupational Standards: Skills for Health Mental Health (2014)

20	Indicators of quality and standards

The programmes will follow the QA standards of TEC Partnership. The programmes have been written with reference to appropriate external reference points.

QAA reviews, through TEC Partnership will be published and any weaknesses addressed as appropriate. TEC Partnership also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. 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 our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of 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 (or equivalent) and then submitted to the HE Quality Office 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.

21	Particular support for learning

The needs of disabled learners are considered in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. 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.

Students will also be invited in for advice and support through the DSA procedure.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, 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.

22	Methods for evaluating and improving the quality of learning

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

module leaders must consider 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.

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 courses student opinion may be gathered by other survey means. 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, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student 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 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 on campus.
- 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

The teaching and learning strategies employed by tutors within TEC Partnership comply with the ethical values of TEC Partnership.

All staff teaching on the programmes 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.

The programmes have 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 or mental health 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: https://grimsby.ac.uk/documents/highereducation/quality/HE14/HE14-Ethics-Approval.pdf

24	For Foundation Degrees is the programme 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 programmes. Students are required to have an Enhanced DBS check on enrolment of either programmes 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. An DBS application for this will be completed alongside payment at the time of enrolment to avoid delays in starting their placement.

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 are 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. During this visit, the placement team will discuss with the student and their mentor the learning opportunities offered and the progress of the student, as well as the SMART targets set by the student and mentor and whether these are being implemented and reviewed within practice by the mentor. Module tutors continually assess performance within the placement modules which are Developing Professional Skills at level 4 and Professional Practice at level 5 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

n/a

27	Resources needed to pass the programme

Enhanced DBS

28	Revision History	
Version	Details of major modification	Date of approval
1		
2		
3		

4		
5		

| 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		
Developing Professional Skills (WBL)	4	WB	Ashley Meechan	Organisational Report (50%) Reflective Skills Log (50 %)	N	P		P	P	P	P	P	P	P			
Study Skills & Research in Social Care	4	-	Ashley Meechan	Individual Portfolio (100%)	Y									P	P		
Understanding Society	4	-	Laura Tombs	Essay (60%) Group Publication (40%)	N		P					P		P	P		
Theories and Models of Social Care	4	WR	Ashley Meechan	Needs Assessment (60%) Report (40%)	Y	P		P			P	P	P		P		
Equality, Diversity and Inclusive Practice	4	WR	Linda Lobendhan	Individual Poster Presentation (60%) Reflective Report (40%)	N	P	P	P	P	P	P		P		P		
Developmental Psychology – The Early Years	4	-	Victoria Coddington	Report (100%)	Y		P								P		
Professional Practice (WBL)	5	WB	Ashley Meechan	Practice Competency Portfolio and a Signed Hours Log (100%)	N	F		F	F	F	F	F	F				
Working with Vulnerable People	5	WR	Linda Lobendhan	Serious Case Review (50%) Multi Agency Team Meeting (50%)	N	F		F	F			F	F	F	F		
Contemporary Issues in Social Care	5	WR	Ashley Meechan	Group Action Party and Manifesto (100%)	Y		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				
Developmental Psychology Across the Lifespan	5	-	Victoria Coddington	Individual Poster presentation (50%) Literature Review (50%)	N	F	F		F						F		
Research Methods	5	WR	Victoria Coddington	Research Project (100%)	N	F	F	F			F			F	F		

| 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%) Reflective Skills Log (50 %)	N	P		P	P	P	P	P	P	P			P
Study Skills & Research in Social Care	4	-	Ashley Meechan	Individual Portfolio (100%)	Y									P	P		
Understanding Society	4	-	Laura Tombs	Essay (60%) Group Publication (40%)	N		P					P		P	P		P
Theories and Models of Social Care	4	WR	Ashley Meechan	Needs Assessment (60%) Report (40%)	Y	P		P			P	P	P		P	P	P
Conceptions of Mental Health	4	-	Sarah Nowell	Essay (100%)	N	P	P				P	P		P	P	P	P
Developmental Psychology – The Early Years	4	-	Victoria Coddington	Report (100%)	Y		P								P	P	P
Professional Practice (WBL)	5	WB	Ashley Meechan	Practice Competency Portfolio and a Signed Hours Log (100%)	N	F		F	F	F	F	F	F				
Interventions in Mental Health	5	-	Sarah Nowell	Report (100%)	N		F						F	F	F	F	F
Contemporary Issues in Social Care	5	WR	Ashley Meechan	Group Action Party and Manifesto (100%)	Y		F	F	F		F			F	F		F
Developmental Psychology Across the Lifespan	5	-	Victoria Coddington	Individual Poster presentation (50%) Literature Review (50%)	N	F	F		F						F	F	F
Substance Misuse and Addiction	5	-	Sarah Nowell	Article (100%)	N		F	F	F					F	F	F	F
Research Methods	5	WR	Victoria Coddington	Research Project (100%)	N	F	F	F			F			F	F		

TEC Partnership Graduate Mapping			
TEC Partnership Graduate Attributes	Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality • Adaptability to changing situations	The modules Equality, Diversity and Inclusive Practice and Substance Misuse and Addiction encourage students to challenge presumptions and views regarding contemporary topics. The assessments consist of various methods including Poster presentations, Report writing and producing an article.		
• Being productively disruptive		Modules on both programmes require and encourage students to take part in discussions and debate surrounding contemporary topics. Students will be required to debate the validity of theory and societal intervention within the fields of psychology, sociology, political ideology and Healthcare.	
• Resilience	The portfolio and report for the WBL modules at level 4 and 5 requires students to research and evidence how both personal and professional resilience can aid in the development of becoming a competent practitioner.		
• Preparing for unknown futures		Module content within Working with Vulnerable People, Interventions in Mental Health and Theories and Models of Social Care enable students to reflect upon situations that may arise in practice and evaluate ways in which they can overcome them.	
• Finding alternative solutions to problems	Assessments within modules; Theories and models of social care, Interventions in mental health and solution focused practice aim to provide opportunities for students to research and explore appropriate interventions and underpin with evidence-based practice. The construction of a need's assessment, report and group role play scenario with individual reflective enables students to apply critical thinking skill sets and seek alternate solutions to problems when working with vulnerable individuals.		
Teamwork • Human interaction skills	The Understanding society module and working with vulnerable people are assessed through a group publication and Multi agency meeting. Meaning that students have opportunities to develop communication and interaction skills with their peers.		

	• Leadership and followership skills	Assessments within Contemporary Issues in social care requires students to work together in creating a group action party and manifesto. This will require students to delegate tasks and distribute content demonstrating both leadership and followership skills. In addition, the assessment within the working with vulnerable people module requires students to work in collaboration. The Multi Agency meeting promotes both leadership and followership skills as each student will be assigned a role to establish a clear plan for a vulnerable service user.	
	• Project development and/or management	The Research methods module is assessed through a research project. Students will have opportunity to explore a topic of interest, exercise autonomy and collect descriptives from their peers.	
Presentation	• Confidence in communication		Module content delivered within Developing professional skills and Professional practice will provide students opportunity to explore communication theory and consider areas within their own communication styles that may be considered as a weakness and a possible area for development.
	• Digital skills and adaptability	The Developmental Psychology modules at levels 4 and 5 are assessed through individual presentation and group presentation. Students are required to verbally communicate their knowledge and understanding to an audience. In addition, the contemporary issues in social care module require students to provide alternate ways to campaign their topic. This includes but not limited to; the construction of leaflets, posters and a supporting manifesto.	
	• Time Keeping		The module content delivered on Developing Professional Practice and Professional Practice at levels 4 and 5 highlight the importance of professionalism and effective time management. It is an expectation that students in placement will adhere to organisational policy and times set by their mentor.
	• Self-Presentation		Content delivered on the Work based learning modules address both professional and personal presentation. This includes professional boundaries, obligations and expectations in practice.

Personal Values	• Professional attitudes and values		Content delivered within Developing Professional Practice, Professional Practice and Working with Vulnerable People modules provide learning that is underpinned by professional standards. It is an expectation that students adhere to professional standards and organisational policy when in practice.	
	• Ethics and morals		Content delivered within Developing Professional Practice, Professional Practice and Working with Vulnerable People modules provide learning that is underpinned by professional standards. It is an expectation that students adhere to professional standards and organisational policy when in practice.	
	• Self-Care and care of others		The Work based learning module content and activities will promote the importance of self-care and care of others. This includes topics such as emotional resilience and challenging behaviour in which students are encouraged to take part in class tasks and discussions. The modules also encourage the students to share and reflect upon their experiences in practice.	Weekly pastoral meetings with PL and regular meetings with HE placement team to track progression and log concerns.

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO HEQA@tecpartnership.ac.uk

33	Signature of Chair of FAP	
34	Date	24 May 2021
35	Signature of the Chair of AASSC	
36	Date	08.06.21

For FAP Use

37	Date approved by AASSC	08.06.21 (via Chairs Action)