

FdSc Leadership Principles in Health & Social Care

PROGRAMME GUIDE

2024/25



Table of Contents

Proposed Contents	Page
Welcome from your Head of School	4
Programme Team Pen Portraits	5-6
Programme Support Team Staff Contacts	6
Programme Details	
Programme and Module Overview	7-9
Programme Timetable and Assessment Plan	10
Modules Studied	11-15
Programme Awarding Body	15
Module Guides	16
Module Learning Outcomes	17
Programme Learning Outcomes	17-18
Teaching, Learning and Assessment	19
Feedback and Assessment	19
Submitting Summative Assessments	20
Presentation of Written Work	20-21
Referencing	22
Academic Integrity	23
Late Submission of Work	23
Mitigating/Extenuating Circumstances	24
Academic Appeals	24
Dealing with Complaints	25
The Office of the Independent Adjudicator	25
Attendance	25
Cancelled Classes	26
Student Voice	26

Student Support and Guidance	26
Programme Roles and Responsibilities	26
Personal Tutor System	27
Personal Learning Coaches (PLC)	27
Higher Education Academic Support Tutor	28
Additional Learning Support	28
The Library	28
Safeguarding and Prevent	29
HE Student Intranet	29
Virtual Learning Environment (VLE)	29
Careers, Advice and Guidance	29
Students' Union	30
Keeping the College Updated	30
Work Experience/Placement	30
Recommendation for attainment of	30
GCSE Maths and English Language	
Disclaimer	31

Welcome letter from the Head of School

Welcome to New College Durham and your Foundation Degree in Leadership Principles in HSC.

Embarking upon a programme in higher education (HE) is exciting. Initially you will be presented with a lot of information about your programme and the College. However, over time, you should adapt to the HE environment and there are always many members of staff and department at the College who can support you and will be happy to answer any queries you may have.

This programme handbook contains contact details of staff to assist you, some key information on your programme and the support available to you at College. If you have any questions do not hesitate to contact myself, your Programme Leader or any member of the Programme Team, we will try to answer your queries or signpost you in the right direction. You will also be provided with The Higher Education Student Handbook that contains a set of useful general information on the College.

Every HE programme at the College is appointed an External Examiner to support the programme, provide external expertise and help assure our quality standards. Clar Rees (and another TBC) are the External Examiners for your programme. Their annual report will be shared and discussed with you as part of your induction and will give you feel for your programme.

Our priority is to give you the best possible learning experience to help you realise your goals and aspirations. We want you to enjoy your programme and complete it successfully.

I wish you every success in your studies.

Kind regards

Craig Bates

Interim Head of School

E-Mail – Craig.bates@newdur.ac.uk

Tel - 0191 3754504

The FdSc Leadership Principles: Programme Team Introductions and Pen Portraits.

Programme Leader & Lecturer

Andy Rutland

Staff Room – BL206
Tel - 0191 375 4939

Email andrew.rutland@newdur.ac.uk

I am programme leader and lecturer for the FdSc SIHSC (Level 4 and Level 5) provisions. My key role, within the curriculum team is to ensure you, the learner, receive a high quality learning experience and to help and support you throughout your studies.

Since commencing my employment at New College Durham in 2006, I have been a Curriculum Manager in Health & Care, HE and FE course leader and tutor – working specifically in Health & Social Care for the past seven years.

I have experience of working with many Higher Educational Institutes (HEI's), including; University of Northumbria, University of Sunderland, Leeds Metropolitan University and was part of the academic team that worked to ensure New College attained Foundation Degree Awarding Powers (FDAP). I have also worked as an External Examiner for BTEC and OCR and as a Critical Friend (York College and St Johns University) covering a range of FE and HE provisions.

I have a diverse skills set, supported by numerous high level qualifications. Prior to commencing my employment at New College Durham, I was employed by the Home Office as a Specialist Trainer and I have also worked as a Health Co-ordinator for City of Sunderland Council and overseas as a Health and Lifestyle Practitioner.

Lecturer

Kathleen Harrison

Staff Room – N205
Tel - 0191 3754589

Email: kathleen.harrison@newdur.ac.uk

PhD Social Sciences – Durham University (ongoing)
MRes Social Sciences – University of Northumbria
MSc Environmental Studies – University of Sunderland
BA (Hons) Criminology – University of Sunderland
Substantial experience of teaching higher education programmes particular within social sciences disciplines.
Advanced and critical knowledge of methodological approaches in relation to social science research.
Independently conducted original and significant research for PhD progression.

Lecturer

Denise Winter

Staff Room – BL206

Tel: 0191 375 4472

Email : denise.winter@newdur.ac.uk

My vocational background is working for the Youth offending Team with young offenders in a secure environment, I have also worked in residential homes with children and young people with physical disabilities. Academically I have delivered Princes Trust modules, worked as an Assessor and completed teaching practice in a school for children with social, emotional and behavioural difficulties. I have taught Health & Social care, in a secondary school, sixth form centre and in the college environment where I have taught modules on the foundation degree and access to health. Currently, I am course leader for the level 3 certificate in Health and Social Care within FE.

Programme Support Team Contacts

HE Administration

For general HE enquiries

E-Mail: headmin@newdur.ac.uk

Tel: 0191 375 4090

Student Support Team (ASC)

E-Mail: asc@newdur.ac.uk

Tel: 0191 375 4400

Students' Union

E-Mail: student.union@newdur.ac.uk

Programme Details

To help you understand the nature of your chosen higher education programme, the government have developed a guide called the Framework for Higher Education Qualifications (FHEQ).

The current FHEQ is shown below. However, do remember this framework is reviewed at a national level and can be subject to change.

FHEQ	Level	National Qualifications Framework
Doctorates	D Doctoral	8
Master's Degrees, Postgraduate Certificates, Postgraduate Diplomas	M Masters	7
Bachelor's degrees with Honours, Graduate Certificates and Graduate Diplomas and PGCE	H Honours	6
Foundation Degrees, Diplomas of Higher Education, BTEC Higher National Diplomas and other Higher Diplomas	I Intermediate	5
Higher National Certificates and Certificates in Higher Education	C Certificate	4

All higher education programmes in the United Kingdom on the FHEQ are regulated and quality assured by the Office for Students (OfS). If you are interested in finding out more about the OfS and its role in assuring the quality of higher education here at the College and other higher education providers, visit their website www.officeforstudents.org.uk

Programme and Module Overview

Your programme is student-led and focuses on developing academic skills and practical skills to enhance your employability. There will be an emphasis on your ability to plan and manage your own learning on an individual as well as group basis. Your Programme Leader will guide you and support you through the programme. The following Programme overview outlines your modules of study.

120 CREDITS, LEVEL 4			
Tutor: Andy Rutland	Tutor: Andy Rutland	Tutor: Andy Rutland	Tutor: Andy Rutland
Anatomy & Physiology LPHSC403 (20 credits).	Working With People LPHSC404 (20 credits).	Understanding Teamwork & Collaboration LPHSC405 (20 Credits)	Legislation, Policy & Ethical Practice LPHSC406 (20 Credits)
Tutor: Andy Rutland	Personal Professional Development LPHSC401 (20 credits). Year long module, semester 1 and 2		
Tutor: Andy Rutland	Work Related Learning LPHSC402 (20 Credits) Year long module, semester 1 and 2		

Level 4 will be delivered on a Monday and Tuesday, across two days per week (09.00 -16.30pm). Students will work to complete and achieve across all modules and have the opportunity to collate a total of 120 credits if successful. *There are no specific PSRBs associated with this award.

120 CREDITS, LEVEL 5			
Tutor: Andy Rutland	Tutor: Kathleen Harrison	Tutor: Andy Rutland	Tutor: Kathleen Harrison
Principles of Leadership & Management in HSC LPHSC503 (20Credits)	Exploring Sociology & Psychological Influences on HSC LPHSC504 (20 Credits)	Public Health LPHSC505 (20 Credits)	Transforming Health & Social Care LPHSC506 (20 Credits)
Tutor: Kathleen Harrison	Inquiry and Innovation in HSC Research LPHSC501 (20 credits). Year long module, semester 3 and 4		
Tutor: Andy Rutland	Continuous Professional Development & Lifelong Learning LPHSC502 (20 credits). Year long module, semester 3 and 4		

Level 5 will be delivered on a Wednesday and Thursday, across two days per week (09.00 -16.30pm). Students will work to complete and achieve across all Level 5 modules and have the opportunity to collate a total of 120 credits if successful. From this and to calculate specific award outcomes grades/ points from L4 and L5 are collated and if successful students can achieve a total of 240 credits and have opportunity to progress to further/ higher levels of study. *There are no specific PSRBs associated with this award.

Programme Level 4 - Assessment Plan 2024/25

Level 4	Week No	Module / Activity	Assignment Issue Date	Assignment Due Date	General Info
Semester 1					
w/c 09/09/24	1	Induction Activities & All S1 modules commence	----		
16/09	2	All S1 assessment to be issued via Teams (Module Guides) and discussed	PPD / WRL / A&P / WwP		All briefs accessible (Teams)
23/09	3				
30/09	4				
07/10	5				
14/10	6				
21/10	7				
28/10	--	Half Term			
04/11	8			A&P Exam (Lo1)	Summative
11/11	9			WwP (Lo1 & 2)	Summative
18/11	10	PPD 10min HE Skills Discussion		PPD (Lo1)	Formative
25/11	11				
02/12	12				
09/12	13	WRL Structure of HSC Discussion		WRL (Lo1)	Formative
16/12	14			A&P (Lo2-Lo4)	Summative
23/12	--	Christmas Break			
30/12	--	Christmas Break			
06/01/25	15	Term starts Wednesday 06/01 Assessment Activities		WwP (Lo3 & 4)	Summative
13/01	16	Module Reviews / Review Week and Consolidation / Inter-Semester Break			
Semester 2	--				
03/02	1	All S2 modules commence			
10/02	2	All S2 module assessments to be issued via Teams (Module Guides) and discussed	PPD / WRL / TW&C / L&P		All briefs accessible (Teams)
17/02	3				
24/02	--	Half Term			
03/03	4				
10/03	5				
17/03	6			TW&C (Lo1 & 3)	Summative
24/03	7				
31/03	8			L&P Exam (Lo1)	Summative
07/04	9				
14/04	--	Easter Break			
21/04	--	Easter Break			
28/04	10			PPD (Lo1 - Lo4)	Summative
05/05	11				
12/05	12			WRL (Lo1-Lo4)	Summative
19/05	13			TW&C (Lo2 & 4)	Summative
26/05	14			L&P (Lo2 - Lo4)	Summative
19/05	15				
MON 26/5	--	Half Term			
02/06	16	Review Week and Consolidation			
	--	HE End of Term Friday 6th June 2025			

***Level 5 assessment plan will be confirmed and published prior to the commencement of 2025/26 academic year and fully reviewed with students.**

****Please note: There will be times when the programme timetable and assessment plan need to be adjusted to meet unforeseen circumstances. The Programme Team will notify you of any changes at the earliest opportunity.***

Modules Studied

LPHSC401 / Personal Professional Development / 20 Credits

This module is devised to help the learners to develop the skills needed to become higher education learners. They will also be introduced to models of reflection, so that they can reflect on their personal development in terms of becoming a higher education learner and the development of transferable/employability skills, they are gaining throughout the course. A further intent of this module is that it will also introduce learners to the fundamental core skills and attributes required when entering the specific fields of Health and Social Care.

LPHSC402 / Work Related Learning: Core Principles and Values in HSC / 20 Credits

Work Related Learning will connect with the information and skills explored in Personal Professional Development, at level 4 via the development of academic, interpersonal, transferable/ employability skills that will support and enhance the student's skill set as they progress via Level 4 and 5 of the programme. The Work-Related Learning module aims to develop the students' knowledge and understanding of the Health & Social Care sector and the many organisations (statutory and non-statutory) which operate within it. Students will review the nature, context and structure of the health and social care sector, the occupational standards, and competencies of specific job skills, investigate the principals required for professional practices, examine core values, and gain an appreciation of career opportunities. Students will also explore essential care values, 'the 6 Cs of Care') that shape strategic approaches and have potential influence upon the Health and Care sectors.

LPHSC403 / Anatomy, Physiology & the Exploration of Health Conditions / 20 Credits

This module will introduce the students to anatomy and physiology which is essential for understanding the healthy functioning of the human biological systems. A detailed knowledge of the musculoskeletal, nervous, endocrine, and cardiovascular and respiratory systems. Anatomy and physiology knowledge has an important role in the students understanding of all main body systems to fully appreciate the growth and functioning of the human body and therefore the consequences of illness and disease. Students will develop their knowledge of the functioning of the body systems and the interrelationship between the systems to support the understanding and the exploration of the contemporary conditions caused by the malfunction, infection, or deterioration of these systems. Students will investigate long term conditions and explore the impacts such illnesses and diseases can have up on the human body. They will also explore strategies and techniques to fight back and manage against such diseases.

LPHSC404 / Working with People / 20 Credits

This module aims to prepare learners for effective service delivery in health and social care settings. It focuses on developing an understanding of the legal and ethical foundations of practice, emphasising inclusivity and respect. Students will explore specialised communication techniques to overcome barriers and assess the diverse needs of individuals with cognitive, sensory, and physical impairments. The module also encourages the adoption of person-centred care and the reshaping of care and support approaches while emphasising equality and diversity. To ensure service users receive high quality care and demonstrate how to create an effective learning culture, organisational processes, including information recording, maintenance, storage, and sharing will be explored. To address and resolve conflicts, the importance of successful mentoring and support plans will be addressed.

LPHSC405 / Understanding Teamwork & Collaborative Practices / 20 Credits

This module is designed to equip students with advanced knowledge and skills in collaborative working, leadership, and mentoring, with a particular focus on interprofessional and interdisciplinary contexts. As professionals, the ability to lead effectively and work collaboratively is paramount in today's complex and diverse world. The module will enable students to understand the theoretical foundations and practical applications of collaborative leadership and develop essential skills that can be applied in their chosen field. Understanding teamwork and collaborative practices will enable students to develop a profound understanding of collaborative leadership and effective teamwork. They will develop and build on their leadership and mentoring skills, becoming adept at guiding, and supporting individuals and teams. This module fosters self-awareness, resilience, and adaptability, enabling students to excel in dynamic professional settings. The knowledge and skills gained in this module will have a direct and positive impact on the people with whom students collaborate and serve. Students will be better prepared to lead, mentor, and work effectively in interprofessional teams, promoting harmonious and productive work environments. Promoting their ability to apply risk management, safeguarding procedures, and meaningful information sharing will enhance the well-being and safety of those they serve.

LPHSC406 / Legislation, Policy, and Ethical Practices / 20 Credits

In this module, learners will explore legislations, policies, and ethics, aiming to grasp their pivotal role within the health and social sector, particularly in the realm of professional practice. Learners will critically assess the influence of policies and legislation on service delivery, and how they can significantly impact the efficacy of efforts to enhance outcomes in this field. Students will work to understand codes of practice (including essential care values, 'the 6 Cs of Care') that shape strategic approaches and have potential influence upon the Health and Care sectors. When delving into these domains, we explore subjects related to equality and diversity, safeguarding, empowerment, advocacy, and various others. This comprehensive approach ensures that professionals are equipped with a

diverse toolkit of strategies to provide effective support. The topic of ethical practices will refer to the set of principles, values and guidelines which oversee the conduct of professionals when working with service users. Examining areas such as autonomy, confidentiality, accountability, and professionalism along with continuous learning and improvement.

Level 5 of Study

LPHSC501 / Inquiry and Innovation in Health & Social Care Research / 20 Credits

This module is designed to provide students with a well-rounded understanding of essential concepts and skills in the field of health and social care research. Encouraged to explore innovative approaches to tackle complex challenges in the field, students will learn how to critically assess existing research in the health and social care domain, gaining the ability to identify the strengths and weaknesses of research methodologies and findings, a skill crucial for building a strong foundation in research literacy. A central focus of the module is equipping students with the skills to create a comprehensive research proposal and investigation. This includes framing a clear research question, conducting a thorough literature review, designing a robust research methodology, and addressing any ethical considerations to provide a comprehensive foundation for students in health and social care research, empowering them with the critical thinking, practical research skills, ethical awareness, and innovative thinking required to excel in this important field. The ability to critically analyse research is essential to the FdSc Leadership Principles in Health & Social Care to equip students with the essential competencies to engage in research, make informed decisions, drive innovation, and maintain ethical standards, all of which are critical for success in this field and for providing high-quality care and support to individuals and communities. Incorporating the principles and skills from this module enhances students' overall capabilities in other modules by ensuring that they can apply research-based knowledge, foster innovation, and adhere to cultural and moral standards in various contexts, ultimately improving the quality and impact of their work.

LPHSC502 / Continued Professional Development for Lifelong Learning / 20 Credits

This module will enable students to continue in identifying, understanding and develop their key personal abilities in the context of their future career aspirations and the requirement for Continued Professional Development (CPD). This module builds on prior learning acquired throughout Work-Related Learning and Personal Professional Development modules at Level 4. Students will explore the need for workers within both the health and the social care sectors to continue to develop skills and knowledge and to gain a wider understanding across both sectors. The module will support and be supported by the level 5 modules to explore and evaluate working practices in both health and social care sectors and give the students the opportunity to assimilate theory, legislation, policies, and procedures to work practice. Students will get the opportunity to explore and evaluate working practices, develop core sector skills, explore clinical

governance, critique new developments and technologies within a sector which is constantly evolving to sustain high quality services. Students will continue to review policies and codes of practice connecting to CPD (including essential care values, 'the 6 Cs of Care') that shape strategic approaches and have potential influence upon the Health and Care sectors.

LPHSC503 / Principles of Leadership & Management in HSC / 20 Credits

This module intends to provide learners with an introduction to management principles and. Students will develop an understanding about key and current management theories and philosophies, that utilised in the modern health and care sectors. Students will analyse essential management strategies and their application in the workplace and progress to examine and evaluate elements of effective change and risk management concepts, currently applied across the modern health and care sector. To conclude the module students will define resilience and appraise strategies and techniques to enhance workforce performance and the requirements to build a productive and committed workforce.

LPHSC504 / Exploring Sociology & Psychological Influences on HSC / 20 Credits

Within the framework of this module, a central emphasis will be placed on the incorporation of social sciences into health and social care to explore the various influences that shape healthcare delivery and outcomes. As a vital component of the FdSc Leadership Principles in Health & Social Care programme, students will examine key sociological and psychological theories, such as the social determinants of health, the biopsychosocial model, and the effects of stigma and discrimination on healthcare. With a significant focus on the application of sociological and psychological perspectives to address complex healthcare challenges, it will prepare students to be more effective, compassionate, and culturally competent professionals, capable of addressing the multifaceted challenges and needs of individuals and communities, empowering them to contribute positively to the improvement of health and social care practices. This integration is designed to evaluate and elevate the standard of care, enhance patient outcomes, and equip students with the skills needed to adeptly navigate the intricate and ever-evolving healthcare landscape while fostering sensitivity, ethical responsibility, and a profound comprehension of human behaviour and societal dynamics. Combined with other modules, exploring sociology and psychological influences on health and social care, creates a comprehensive and holistic understanding of healthcare in several ways such as public health and epidemiology; ethics and professionalism; care planning and management; cultural competence and diversity; interdisciplinary collaboration and research methods.

LPHSC505 / Public Health / 20 Credits

The Public Health module will develop a further understanding of evidence explored in the Exploration of Health Conditions module at level 4. It will develop the holistic idea of health that have been identified within that module and how the role of public health can

prevent or reduce these concerns. The Public Health module will explore topics about preventing disease, prolonging life, and promoting health through the efforts of society. The module will also link to the Contemporary Issues module allowing students to explore the epidemiology and demographics of key diseases and chronic health matters and will also provide opportunity to review and evaluate current, key strategies and theories of health management / promotion on a national scale. Public health is rapidly becoming one of the most recognised areas to focus attention on in terms of improving health and quality of life of populations globally.

LPHSC506 / Transforming Health and Social Care / 20 Credits

This module is designed to provide students with a comprehensive understanding of healthcare and social service systems, with a strong emphasis on improvement strategies and their practical applications. Students will delve into the intricacies of these critical sectors, exploring their structures, functions, and the key stakeholders involved, identifying, and implementing evidence-based improvement strategies to address specific problems within healthcare and social service settings, thereby enhancing the quality and efficiency of services. The module will highlight the significant influence of policy decisions and regulatory changes on healthcare and social service delivery and students will learn to assess these impacts and explore opportunities to leverage or adapt policies for better service outcomes. Providing a holistic and practical education on healthcare and social service improvement, students will be well-prepared to address the challenges and opportunities within healthcare and social service sectors, with the ability to implement evidence-based improvements, navigate the policy landscape and empower them to become change agents in these vital fields. This module enhances the practical skills, knowledge, and understanding required for success in health and social care (including essential care values, ‘the 6 Cs of Care’) that shape strategic approaches and have potential influence upon the Health and Care sectors. that supports the pivotal educational objectives of a FdSc Leadership Principles in Health & Social Care. It also serves as a bridge connecting different aspects of improvements needed in health and social care, enhancing, and interrelating with other modules providing students with a holistic and practical education on healthcare and social service improvement, empowering them to become change agents in these vital areas.

Programme Awarding Body

The programme is being delivered by New College Durham. New College Durham is the awarding body for your Foundation Degree. The rules and regulations regarding the study and award of your qualification are available on the following page:

[Academic Regulations for the Award of Foundation Degree](#)

As a student studying on a higher education programme of study, it is your responsibility to make sure that you have read and understood the rules and regulations that apply to your programme. These will be discussed with you as part of

your induction but if you need further guidance ask your Programme Leader or Personal Tutor.

Module Guides

For each module you will receive a module guide which will be posted on the College's Virtual Learning Environment (VLE). In the module guide you will find a scheme of learning, assessment tasks, submission and feedback dates and a list of recommended reading.

Module Learning Outcomes

In each module guide you will see module learning outcomes.

These are elements of knowledge and skills we intend that you learn from completing a module. The entire individual module learning outcomes build together to ensure across the programme you have a good breadth and depth of learning – your module learning outcomes are mapped to the programme learning outcomes for level 4 and for level 5.

The main categories of programme learning outcomes fall into:

Key: **KU** = Knowledge and Understanding **PS** = Programme Skills

NO	Level 4 - Programme Learning Outcomes
KU4.1	Demonstrate knowledge of the underlying concepts and principles in the study and practice of the multidisciplinary nature of Health and Social Care (HSC).
KU4.2	Investigate the structure and functions of the Health and Social Care sectors and the dynamic contexts of day-to-day business.
KU4.3	Differentiate legislations, policies and codes of practice (including essential care values, 'the 6 Cs of Care') that shape strategic approaches and have potential influence upon the Health and Care sectors.
KU4.4	Appraise emerging issues at the forefront of the sector.
KU4.5	Evaluate theories which underpin current practices and competencies within the sector, including leadership, communication, compassion, change, risk and resilience management, and work to ensure maintenance of quality standards.
KU4.6	Set personal goals and aspirations that support own professional development and understand how to access available opportunities to enhance personal skills and qualities.
NO	Level 5 - Programme Learning Outcomes

KU5.1	Apply social policy approaches and potential influence upon health and physical and mental well-being in HSC.
KU5.2	Examine legislations, statutory frameworks, standards, guidance, and Codes of Practice (including essential care values, 'the 6 Cs of Care') which underpin practices in relation to the safe delivery of services.
KU5.3	Students will investigate and develop solutions to overcome sector related issues and inform on strategies on how to enhance the quality of provisions and influence service improvements.
KU5.4	Appraise theories of management and leadership and their application to adult Health and Social care.
KU5.5	Synthesise coherent arguments from a range of contesting social theories relating to health and care issues.
KU5.6	Consider culture, ethical perspectives and the diversity of values associated with health and physical and mental well-being.
KU5.7	Evaluate a range of current health and well-being issues and reflect on the developments and application of modern technologies to support the diagnosis, treatment, and after-care of service users.
KU5.8	Summarise authoritative research and research methodologies to locate, review and evaluate research findings relevant to health, care and health issues, across a range of disciplines.

NO	Level 4 – Programme Skills
PS4.1	Communicate with others in a clear and articulate manner, within a wide variety of audiences, through a range of media.
PS4.2	Use appropriate academic conventions in the production and presentation of work.
PS4.3	Present ideas and arguments in a well- structured and coherent manner in a variety of formats and media.
PS4.4	work with a range of stakeholders, networks, groups, and organisations, taking responsibility for an agreed area of shared activity.
PS4.5	Reflect on and review progress in own studies and seek assistance or guidance as appropriate, to enhance own personal processional development.

NO	Level 5 – Programme Skills
PS5.1	Analyse health and health issues, alongside health information and qualitative and quantitative data, that may be drawn from a wide range of disciplines.
PS5.2	Access and use a range of digital technologies, such as relevant computer packages, apps and data analysis software.
PS5.3	Synthesise coherent arguments from a range of contesting theories relating to HSC.
PS5.4	Critically reflect on the links between individual experience of health and care issues, and the wider structural elements relevant to health and physical mental well-being.
PS5.5	Build effective entrepreneurial skills for innovative practice for service improvement.
PS5.6	Develop the ability to undertake autonomous and lifelong learning, particularly for continuing professional development (CPD).
PS5.7	Demonstrate effective leadership approaches, including working across boundaries, to drive innovation within organisations and independently.

Teaching, Learning and Assessment

The nature of the course is directly applicable to work situations and theory is related to practical work-based situations, where practicable. Each individual module will use different teaching and learning strategies depending upon the nature of the subject. The teaching and learning strategies will include a combination of different approaches including but not limited to:

Lectures: to introduce the relevant theories/knowledge of the individual topic areas within a subject.

Workshops/Seminars: to develop the students' understanding of the theories from the lectures by using case studies, role-plays and exercises.

Academic Tutorials: to develop study/academic skills, e.g. research/information gathering. The development of these study/academic skills will assist in your learning and achievement throughout the programme.

***Please note: Some elements of teaching, learning and assessment may take place in the classroom or via a hybrid delivery mode where remote study and activities will be utilised to support changing needs of the sector.**

Feedback and Assessment

Within your programme a range of key 'formative' and 'summative' assessment methods are used. In summative assessments marks awarded are included in your results and may contribute to your overall award classification.

Formative work does not directly count towards foundation degree classification. It is designed to help you achieve the best mark you can in summative work so you should ensure that you fully engage in all work that your tutors set. There is a range of formative and summative assessments throughout your programme designed to assist your learning and include assessment types e.g. case studies, simulations, essays, presentations, reports, time constrained tests and portfolios.

Note: You should receive summative assessment feedback within 4 College weeks of submitting the assessment – the 4 weeks do not include scheduled College holidays.

You will receive timely and constructive feedback which will identify strengths of your work and those areas for further development. Guidance will be provided on how to enhance areas for development. Feedback will be provided through a variety of mechanisms, and you will be encouraged throughout the programme to seek, reflect on and respond to feedback. Feedback is all part of your learning experience and will help you to develop personal knowledge of your strengths and weaknesses and improve your overall learning and performance. Key points to remember regarding feedback:

- ☒ Try not to focus on just the mark and ignore the feedback. If you have done well, your feedback will explain why and if you haven't it will suggest ideas of how to improve.
- ☒ Don't be afraid to acknowledge your successes
- ☒ If you are disappointed with the marks provided, give yourself some time before returning to your feedback to look for ways to improve.
- ☒ Don't be afraid to approach your tutors and lecturers for further feedback, if you feel you need it. Asking questions can be an important part of receiving feedback.
- ☒ Use the feedback provided to self-assess your work against the assessment criteria provided, where possible. By doing this it can help you to address the areas you need to improve on.

Submitting Summative Assessments

Your programme team will tell you how to submit of assessments for each module. Academic staff will under no circumstances collect assessments from you.

Always be prepared and allow time to write your assessments and achieve your best result. Completing assessments last minute may lead to problems.

Important information about the submission of assessments and re-sit opportunities:

1. Attempt all assessments at the first opportunity.
2. Plan ahead so that you can submit every assessment to deadline.
3. Further information on assessment is available in section C of our Academic Regulations. [Academic Regulations for the Award of Foundation Degree](#)
4. A Module Assessment Board will confirm the marks of modules and a Progression and Award Board will confirm your outcome at programme level, and award level.
5. If you are unclear about assessment or feel you are at risk of not being able to attempt any assessment/submit to deadline, you should contact a member of the programme team for further advice before the hand-in/examination date.

Presentation of Written Work

New College Durham Foundation Degree programmes work to a set of standardised guidelines for the presentation of written assessments. Please contact your module tutor or guide on any specific requirements for individual modules.

Please note the approved FDsC Generic Assessment criteria (including classifications) is located in each Module Guide in support of Assessment Briefs.

Assessment Format

Your assessment should consist of the following:

- Title Page
- Assessment requirements
- Reference list or bibliography
- Appendices (if applicable)

Title Page

This should contain the following information:

- Name of Programme
- Your student enrolment number
- Module title (exactly as identified in your module guide or specification)
- Module code (exactly as identified in your module guide or specification)
- Module leader
- The assessment title
- The date of submission
- Total word count

The Assessment

This should be presented as follows:

- Text should be in Arial font size 12
- Line spacing of 1.5 (one and a half)
- Margin sizes should be the default ones used in Microsoft (2.54cm left and right, 3.17 cm top and bottom)
- A clear gap should be left between paragraphs to make it clear where they start and end
- Direct quotes exceeding three lines long should be further indented by 1cm at left- and right-hand side margins, with a clear line of spacing above and below. Double quotation marks, “should start and finish all quotes.

- Each page should be numbered as a minimum standard. As you become more skilled in word processing, you are encouraged to include a header or footer that includes your student enrolment number and the module code
- Proofread and spell check all your work to rectify spelling, punctuation and grammatical errors as well as ensuring the question has been answered fully.
- You must adhere to the word limit that is identified on the assessment brief within the 10% tolerances stated (the word count excludes references/bibliography and appendices but DOES include direct quotes and references within the work itself).
- Paraphrasing is preferred and direct quotes should be kept to a minimum.
- Written assessments should be in continuous prose. Bullet points and lists within the main text should be kept to a minimum.

The Reference List or Bibliography

This should:

- Start on a new page entitled 'Reference List' or 'Bibliography'
- Be presented in alphabetical order by author's surname or organisation with a clear gap between references
- Be presented in accordance with the New College Durham Study Skills (HE) section within the student intranet [Study Skills \(HE\) \(newdur.ac.uk\)](http://newdur.ac.uk)

Appendices

These should be clearly numbered and appropriately referred to in your assessment and should not include information that is essential for the main body of the assignment. Appendices should not be used as a device for getting around the word count.

Referencing

Referencing is an essential skill used to indicate where ideas, theories, quotes, facts and any other evidence or information used, can be found. In HE, pieces of work should be referenced. Referencing has clear rules and conventions and if you follow these, you will be fine.

In-text citations are how you refer to another writer's work within your text.

Reference lists give full details of all sources, referred to in your assessment, alphabetically, at the end of your work, on a separate page.

A **Bibliography** lists, alphabetically, documents/publications you have consulted, whether or not you have cited them, on a separate page.

We reference;

- a. to avoid academic malpractice/plagiarism, a form of academic theft;
- b. to give credit to the sources and authors cited;
- c. to demonstrate you have undertaken wide-ranging research and reading;
- d. so the reader can consult the same materials for themselves

To support you with referencing please use the Study Skills Resources section [Study Skills \(HE\) \(newdur.ac.uk\)](http://newdur.ac.uk) which can be found on the student intranet.

Academic Integrity

The International Center for Academic Integrity (ICAI) defines academic integrity as:

*‘a commitment, even in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility and courage**. From these values flow principles of behaviour that enable academic communities to translate ideals to action.’*

Source: QAA (2017)

We regard these values as key to promoting academic integrity across all levels of our institution. It is important that as an organisation that we promote academic integrity and are clear about the consequences if a student is found guilty of academic malpractice or contract cheating. Academic malpractice is where a student passes off the work of someone else, intentionally or unintentionally, as their own. Contract cheating is where a student engages in a contract with a third party to complete an assignment for the student for a fee.

We will continue throughout your studies to promote academic integrity within our HE community. We will offer guidance on:

- Various support, advice and guidance available to you to develop your academic skills
- Highlight the difference between academic misconduct and contract cheating.
- Outline the seriousness of academic malpractice and contract cheating and the penalties if found guilty

If you are struggling with your studies do seek support and guidance.

[NCD Academic Integrity Charter](#)

Penalty for Late Submission

Assessments submitted late and where there are no approved extenuating/mitigating circumstances, will be penalised in line with the following tariff:

The student will automatically have the assessment capped at 40% immediately after the deadline has passed and will have 7 days to submit the assessment following the assessment deadline. The first working day will be the next working day after the original

assessment deadline. Work submitted after the 7 days will be recorded at the Assessment Board as a non-submission and a fail.

Mitigating Circumstances/Extenuating Circumstances

Mitigating circumstances or extenuating circumstances are defined by the College as circumstances outside of the control of the student that have significantly affected performance in any summative assessment.

The College recognises there may be times when you, through unforeseeable and unpreventable circumstances, are unable to perform in an assessment to the full extent of your abilities. If you are unable to submit, or attend an examination, this procedure is also applicable to you. The Extenuating/Mitigating Circumstances regulations enable you to request that your situation is taken into consideration. You are expected to have taken reasonable steps to ensure that you could not have prevented the circumstances from taking place. It is your responsibility to notify your module lecturer of any extenuating/mitigating circumstances, which you feel will affect, or may have affected, your performance in any summative assessment.

Any application you make will be considered at the Mitigation Panel but if your application does not meet the criteria then mitigation may not be granted. Please ensure you provide robust, detailed evidence, including where relevant medical evidence, to support your application.

It is recommended that you discuss your situation with your module leader or personal tutor who will be able to provide guidance on the most appropriate course of action. Details on applying for mitigation is available:

[Procedure for the Consideration of Extenuating Circumstances/Mitigation](#)

[Application for Mitigation](#)

Academic Appeals

Academic Appeals relate to a review of a decision of an academic body, (Assessment Board or Mitigation Panel), charged with making decisions on assessment, student progression and awards. Appeals may be made following:

- A formal assessment result
- A degree classification
- A decision taken as a result of academic failure e.g. termination of registration
- A decision taken as a result of unsatisfactory academic progress

Your Programme Leader will give you further guidance if you feel you have the need to appeal on any of the areas stated above and the College application for Academic Appeals can be found at:

Dealing with Complaints

We hope you will be satisfied with the service we provide, but please be assured we will deal promptly and fairly with any complaint.

We strongly recommend that you talk over any issues with your Programme Leader in the first instance to try and solve the issue informally and amicably. If this informal approach does not resolve the matter to your satisfaction you may wish to make a formal complaint. A college feedback and complaints form can be accessed by the following web link to our website:

[Comments, Suggestions, Compliments and Complaints](#)

Office of the Independent Adjudicator for Higher Education

The Office of the Independent Adjudicator for Higher Education, (OIAHE), provide an independent scheme to review student complaints following a full investigation using the College complaints procedure. The OIAHE is an independent review body, whose principal role is to consider whether a higher education provider, (university or college), has correctly applied its procedures, and whether the outcome of a complaint is reasonable in the circumstances. Following an independent investigation instigated by a Procedures Letter, the OIAHE will reach a judgement and set of recommendations on a referred case. It is recommended that you seek advice from the College Students Union if you are considering referring an outcome of a college complaint to the OIAHE. They will be able to provide you with a range of valuable guidance.

Further information on the services and role of the OIAHE, can be found at:

<http://oiahe.org.uk/>

Attendance

A record of your attendance is kept, and attendance patterns monitored. If you are going to be absent for any reason you need to notify your Module Lecturer or Programme Leader.

It should be noted that low attendance/engagement record on your programme could affect your academic progression and achievement. If you are attending study days at College from your employer you are also advised to continue to follow your employer's sickness/absence policies.

Cancelled Classes

There will be occasions when a tutor is unable to deliver a timetabled class due to sickness or personal circumstances. The College may be informed of these circumstances at short notice. The College will, in the first instance, try to identify an alternative member of staff to cover the class. If a suitable member of staff cannot be identified, the College will inform affected students of the temporary class postponement by e-mail and the College VLE. If on campus, an official notice will be placed on the classroom door advising of the postponement. The Programme Leader will ensure that any learning missed due to a cancelled class, will be delivered later.

Student Voice

We recognise the potential of students as active collaborators in shaping the future of our HE provision. Students are at the heart of our higher education system. Mechanisms to capture the Student Voice can be formal and informal and include:

- Student (programme) representative to attend HE Forums, HE School forums and HE programme meetings
- HE Internal surveys (start of programme, on-programme); NSS survey for eligible final year students
- End of semester module reviews
- Tutorial sessions and 1-2-1 meetings
- External Examiner meetings

If you are interested in taking a more pro-active role in the HE community, there are additional opportunities, please contact the student.union@newdur.ac.uk

Student Support and Guidance

Programme Roles and Responsibilities

Programme Leader

The Programme Leader manages the programme, which includes:

- (a) Regular liaison with students about the experience on the programme

- (b) Liaison with module leaders and the lecturing team about the delivery or development of modules to meet the needs of the programme, including teaching and learning methods.
- (c) Advising Assessment Boards on student performance
- (d) Offering support to students with respect to their progress within the programme

Module Leader

The Module Leader is responsible for running the module including:

- (a) Regular general liaison with students and response to points raised
- (b) Effective communication to students on the module and other members of staff teaching on the module of all learning and assessment procedures and schedules
- (c) Development of methods of teaching and learning.
- (d) Liaising with the Programme Leader about delivery or development of modules to meet the needs of the students and employers.

Personal Tutor System

Tutorial support is provided to you as part of your programme to and is guided by three key principles:

1. To recognise and respond to the individual needs of students.
2. To promote inclusive learning.
3. To set students challenging personal and academic targets to reach and achieve.

Tutorials will be integrated into the programme of study and specific tutorials supplied by your tutor throughout the academic year.

Personal Learning Coaches (PLCs)

The Personal Learning Coach (PLC), team provide 1-2-1 sessions on a wide range of study related issues. These include time management, organisation and motivation and a listening service for any personal issues you may experience during your programme. The PLC team work across all curriculum areas in the College and work with students at all ages and levels.

College PLCs can access a wide range of resources for you from both external and internal agencies and there to further support you both inside and outside the classroom during your Programme. Contact the PLC Team at: plcsupport@newdur.ac.uk

Higher Education Academic Support Tutor (HEAST)

At the start of your programme you will be introduced to a range of higher education skills which you will develop throughout your programme including referencing your work, academic research skills and critical thinking skills. You can access help and support from our HEAST

Our HEAST is based in the University Centre and can be contacted directly (HE.studyskills@newdur.ac.uk) or through your Programme Leader or Personal Tutor. They will be happy to support you throughout your Programme. Do ask for higher skill support and extra academic skill sessions throughout your study time, we are here to help you achieve your programme qualification.

There is also a study skills section available on the HE Student Intranet:

[Study Skills \(HE\) \(newdur.ac.uk\)](#)

Additional Learning Support

If you need any support because of a disability or learning disability, the College can provide a range of services to support you in your studies. Please ask your Programme Leader about support, or to discuss your individual learning needs contact learning.support@newdur.ac.uk who will be happy to help and give advice.

The Library

You are actively encouraged to use our well-stocked Library and on-line resources. Our Library is very accessible, you can find the opening times on the intranet, or by following the link:

[The Library](#)

NB: Opening times are restricted during holiday periods

A reading list will be provided in each module guide and our Library has a large database of magazines and journals on-line. You will need to use this resource throughout your studies to enable you to complete assessments. The Library staff are very supportive, they

produce a number of very useful guides and are on hand to answer any queries. Your programme induction will include an introduction to the Library.

Safeguarding and Prevent

Providing a safe working atmosphere at New College Durham, is an essential element of the student study experience. The College has a legal duty to provide a safe environment in which you can learn and develop and in which staff can perform their work role.

Safeguarding young people under the age of 18 and vulnerable adults within the College community, is a responsibility that is undertaken by trained staff. However, we would expect any incidents of concern to be reported by students, where the safety of students under the age of 18 and vulnerable adults is at risk. If you do have any concerns during the programme of your studies, please report these to a member of your programme teaching team, college reception, or ASC.

PREVENT is an element of CONTEST, the UK Governments counter-terrorism strategy. It is defined as ‘Stopping people becoming or supporting terrorists or violent extremism’. This is an integral part of the College’s safeguarding ethos in encouraging students to respect Fundamental British Values. During the induction period of your programme, the Programme Leader will give you further detail on these values and PREVENT, and discuss with you your responsibilities, as a member of the College community, to report any incidents or concerns.

The HE Student Intranet

The student intranet provides a range of information and resources that will support you as a student studying higher education at the College. You will be provided with further information about the student intranet during the College induction.

Virtual Learning Environment (VLE)

The College has a Virtual Learning Environment where you can access information about the College and your programme. You will have access to all programme documentation, notes, supplementary reading and activities that the module leaders have uploaded. You will be able to access this site once you have enrolled on your programme and been allocated a username and password.

The VLE can be accessed in a number of ways outside of College;

- Microsoft Teams app
- [Microsoft Website log in](#)

Careers, Advice and Guidance

ASC (Advice Support Careers)

New College Durham is committed to providing a high quality, confidential and impartial information, advice and guidance service on careers, financial support and personal counselling. If you would like to contact a Counsellor directly you can send a message to: personalsupportasc@newdur.ac.uk

You can contact the ASC team before you start College and throughout your Programme you are entitled to a careers education programme and opportunities to discuss future options, career plans, funding opportunities, welfare issues or any personal concerns.

The Learner Development Co-ordinator, based in the Students' Union, can also help with social and health related issues.

Further details can be found at:

[Advice Support Careers](#)

Students' Union

The Students' Union offers a wide range of support and advice to all students. They also play a pivotal role in the student feedback mechanism at New College Durham, at Curriculum and College levels.

To find out more and how to be involved: [New College Durham Students' Union](#)

Keeping the College Updated

Throughout your studies keep your contact details up to date so we can contact you by phone, e-mail, or at your home address. A key part of this contact will be issuing you with statements of results which will inform you of your progress on your programme, we will use the contact details we hold for you in our information systems.

Work Experience/Placement

There is no compulsory work experience associated to this programme, however the programme team encourage students to pursue any work related opportunities / voluntary experiences to support and consolidate their studies.

Attainment of GCSE Maths and English Language

The programme team do recommend the continued study and attainment of GCSE Maths and English Language, if a student accepts and commences a place on this programme and does so without these qualifications. At present the attainment of Maths and English Language at GCSE grade 4 or above can be a key factor when students' progress to pursue employment opportunities.

Disclaimer

The information contained in this Handbook is, as far as possible, accurate and up to date at the time of printing.

The express permission of New College Durham must be obtained to reproduce any, or all of this publication, other than for personal use or for those purposes permitted by law.