Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	*Health and Social Care Foundation Year - Extended Degrees.* *Course Codes for Year 1 Students affected (Courses are not affected by these changes from Year 2 onwards)* *5354* *5355* *5356* *5357* *5358* *5359* *5360* *5361* *5362* *5363* *5364* *5365* *5366* *5598*
Course Director	Isobel Davies
Shared Modules?	N/A

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes contact hours	
Introduction to Health and Social Care (FYH_S_004)	Online only		
Communication Skills (FYH_S_002)	Online only		
Biology for Health Sciences (FYH_S_005)	Online only		

Changes to assessment strategy

No change required	

Module code and name	Changes to weightings of assessment	
	Current	**New**
Biology for Health Sciences (FYH_S_005)	Computer Exam	Computer Exam
Introduction to Health and Social Care (FYH_S_004)	Assessment submitted via Moodle	Assessment submitted via Moodle
Communication Skills (FYH_S_002)	Assessment submitted via Moodle	Assessment submitted via Moodle

Additional information

Any additional information
Changes only affect First Year students at Level 3 and do not impact students on the same course codes from Level 4 and above.

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information	
Final award title(s)	**Foundation Year Health and Social Care** The Foundation Year is not freestanding and therefore there is no award.
Course Code(s)	'Extended Degree' in the title relates to a working title to differentiate from the existing courses of the same name (e.g. 3975 - BSc (Hons) Adult Nursing) and to identify that these new courses have the foundation year built in.

AOS_CODE	FULL_DESC	Course Status
5354	BSc (Hons) Adult Nursing (Extended Degree)	M
5355	BSc (Hons) Diagnostic Radiography (Extended Degree)	M
5356	BSc (Hons) Therapeutic Radiography (Extended Degree)	M
5357	BSc (Hons) Midwifery (Extended Degree)	M
5358	BSc (Hons) Occupational Therapy (Extended Degree)	M
5359	BSc (Hons) Children's Nursing (Extended Degree)	M
5360	BSc (Hons) Mental Health Nursing (Extended Degree)	M
5361	BSc (Hons) Learning Disabilities Nursing (Extended Degree)	M
5362	BSc(Hons) Operating Department Practice (Extended Degree)	M
5363	BSc (Hons) Chinese Medicine: Acupuncture (Extended Degree)	M
5364	BA (Hons) Social Work (Extended Degree)	M
5365	BSc (Hons) Physiotherapy (Extended Degree)	M
5366	BSc (Hons) Sports Rehabilitation (Extended Degree)	M

Course Director	Debra Jones T: +44(0) 7815 8303 E: jonesd14@lsbu.ac.uk

Intermediate award title(s)	Not applicable
Awarding Institution	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS
Division	Adult Nursing
Delivery site(s) for course(s)	☒ Southwark ☒ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐Part time ☐ Both Full-time over one academic year. A part-time route was considered, however a recent LSBU review of the foundation year found that part-time routes created problems with student engagement, which is crucial for student success in this Foundation Year.
Length of course	One year full-time
Approval dates:	Course(s) validated	No
	Course specification last updated and signed off	April 2018
	Version number	1.0
Professional, Statutory & Regulatory Body accreditation	In order to qualify for the student loan to cover fees and living costs, the Foundation Year Health and Social Care must be integrated into a four-year programme of one plus three years. Students who are **successful** at the end of the Foundation Year Health and Social Care will have met the full entry requirement of courses approved by the Nursing and Midwifery Council (NMC) or Health and Care Professions Council (HCPC) and will progress to year one of their chosen degree course (from the extensive menu). That is, students will study the one-year Foundation Year Health and Social Care plus three years of an approved degree programme. There is no requirement for the Nursing and Midwifery Council (NMC) or Health and Care Professions Council (HCPC) to approve the year.
How have Employers/PSRB contributes to the curriculum design, assessments and delivery	The Foundation Year Health and Social Care has been developed in response to the specific focus within "Talent for Care" (2014) to "ensure that the future healthcare workforce is representative of the communities it serves and that progression and opportunities are based on merit, not social background." https://hee.nhs.uk/sites/default/files/documents/TfC The School of Health and Social Care has worked closely with Guy's and St Thomas' NHS Foundation Trust to develop a Foundation Year with integrated work experience. Together, LSBU and the Trust will seek out local people who will benefit from the programme, contribute to the work of the Trust during their periods of work experience and progress into a professional degree course, if possible, undertaking their work experience at the same 'host' Trust. The School will be opening discussion shortly with other local NHS Trusts and Social Care providers to expand work experience

		opportunities across a wider geographical area and therefore increase the cohort size.
Reference points:	Internal	• London South Bank University Corporate Plan 2015-20 • School of Health and Social Care Local Delivery Plan (2017-18) • LSBU Academic Regulations for Taught Courses (2017-18) • LSBU Academic Framework • LSBU Guidelines for Writing Programme Specifications • LSBU Assessment Load Equivalence Guidelines • LSBU Assessment Good Practice Guidelines • Families of Learning: Co-Creating Local Solutions to Education Systems Failings (July 2017)
	External	• QAA: Enterprise and entrepreneurship education; Guidance for UK higher education provider, 2012 • SEEC Credit Level Descriptors for Higher Education, 2016 • The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008 • Credit for Prior Learning – Guidance for Higher Education • Principles of Responsible Management Education This is a pre-undergraduate degree programme and as a result, it does not fit into the QAA Framework for Higher Education Qualifications. However, as the Foundation Year Health and Social Care is designed to facilitate the smooth transition of students onto undergraduate modules and is set within a UK higher education institution, the programme has been designed with the QAA framework and its precepts in mind. Further to this, many of the modules on the programme have been written with the QAA Subject Benchmarking Statements in mind.

B. Course Aims, Features and Outcomes	
Distinctive features of course	The Foundation Year Health and Social Care provides the underpinning theoretical knowledge and work experience for successful students to progress to an additional three years of the following courses: - BSc Hons Adult Nursing - BSc Hons Mental Health Nursing

	- BSc Hons Learning Disabilities Nursing - BSc Hons Children's Nursing - BSc Hons Midwifery (three-year course) - BSc Hons Occupational Therapy - BSc Hons Operating Department Practice - BSc Hons Chinese Medicine: Acupuncture - BSc Hons Physiotherapy - BSc Hons Diagnostic Radiotherapy - BSc Hons Therapeutic Radiotherapy - BSc Hons Sports Rehabilitation - BA Hons Social Work The distinctive features of the Foundation Year Health and Social Care year include: • Programme tailor-made to the needs of enthusiastic students and the health and social care context • Enables a springboard to career and subject specific degree level studies in health and social care • Option modules have been developed to better equip students who struggle with particular subjects meet the learning requirements of specific disciplines. • Embedded life coaching to ensure students can make the best of the opportunity provided by the year • Unique work experience offered with leading and often world-renowned health and social care organisations • Facilitates supported integration into University life • Benefit of an expert lecture series
Course Aims	The Foundation Year Health and Social Care aims to provide an entry route into higher education and professional careers for ambitious students from a wide range of backgrounds, who do not possess the relevant pre-requisite qualifications. The overarching aim is to introduce students to a breadth of knowledge and subject specific skills which are essential for a successful transition into higher education and professional careers. This should enable students to become engaged, to respond to the pressures and academic rigour of a degree programme and providing a clear pathway onto the degree route of their choice, enabling them to succeed. **The Foundation Year Health and Social Care aims to:** 1. Develop students' understanding of self and their ability to plan effectively to enable them to achieve their goals. 2. Enable students to understand how Higher Education can facilitate the achievement of their goals. 3. Integrate students into Higher Education and professional contexts, so that they understand expectations, feel comfortable

within their surroundings and have the courage and institutional knowledge to seek appropriate support if needed

4. Introduce students to a range of subject areas and career opportunities to inspire and facilitate their life choices.

5. Develop students' knowledge and practice of a variety of subject specific analytical techniques.

6. Support students' development of communication skills to enable them to articulate their thoughts and become creative, empathetic, compassionate individuals who express themselves appropriately and adapt their style according to audience and situation.

7. Facilitate the development of cultural intelligence and social capital in an increasingly multicultural, globalised environment

8. Equip students with the ability to make sound ethically based decisions and work within changing environments through the development of reflective practice, resilience, creativity, innovation, ethical understanding, mindfulness, compassion and considered risk taking.

9. Progress confidently on to degree programme aligned to their goals which enables them to flourish.

Course Outcomes	A) **Students will have knowledge and understanding of:**
	1. How successful participation in Higher Education can facilitate the achievement of their goals
	2. A variety of subject specific numerical and data problems using a range of techniques
	3. A range of communication skills to enable them to express themselves appropriately and adapt their style according to the audience and situation
	4. The principles and benefits of reflection and coaching
	5. The specific knowledge and skills appropriate to entry into their chosen discipline.
	a) Teaching and Learning Strategy Interactive seminars and workshops will support lectures and have a strong focus on small group activities. This is to encourage the active participation of students throughout the year, developing peer learning, the sharing of knowledge and best practice, and support networks amongst a diverse student body. Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and

reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

b) Assessment
Knowledge and understanding are assessed through a variety of methods, including formative assessment opportunities, which are built into each module. The summative methods comprise; undertaking and reporting on a personal SWOT analysis using a range of ICT methods, logging of short online numeracy test results, reflecting on scenarios and completing the work experience handbook.

The culmination of the year is a personal portfolio through which final assessment takes place.

B) Students will develop their intellectual skills such that they are able to:

1. Understand and explain simple subject specific concepts

2. Gather and understand simple relevant data from different sources

3. Explain data/evidence and use techniques to solve simple subject specific problems and/or theories

4. Discuss the context in which health and social care services are delivered.

a) Teaching and Learning Strategy
Intellectual skills are developed through a range of classroom-based activities using a flipped classroom approach. Interactive activities and workshops will be supported by mini- lectures and have a strong focus on small group work to continue to encourage the active participation of students throughout the year and the development of peer learning. The sharing of best practice and creation of support networks amongst the diverse student body will be enhanced by an expert lecture series provided by professionals and alumni. Throughout the year, the student is encouraged to develop intellectual skills by further independent study and a range of resources are provided to encourage this and to stretch the more able students.

Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

b) Assessment
Intellectual skills are developed through coursework assessments for all modules. These include; logging of a number of short online test results, undertaking a poster presentation and discussing this with

peers, crafting a reflective essay, creating health promotion resources and undertaking a class presentation and answering questions from colleagues.

C) Students will acquire and develop practical skills such that they are able to:

1. Plan effectively to achieve goals

2. Communicate effectively using a range of media, including; listening to, negotiating with and persuading and influencing others

3. Manage and develop self as a reflective practitioner

4. Perform effectively within a team environment, and recognise and utilise other people's contributions in group processes

5. Develop as a life-long learner who is ready to spring board onto a degree programme.

a) Teaching and Learning Strategy
Teaching, learning and assessment for practical skills is very applied. Case studies are used in modules and where possible are brought in to the classroom. The skills developed via this methodology are consolidated and assessed in the portfolio. Practical problem-solving activities and workshops will be supported by mini- lectures and have a continued focus on small group work to encourage the active participation and the development of peer learning.

Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

b) Assessment
Practical skills are assessed through a variety of methods, including active participation in the formative assessment opportunities, which are built into each module. Summative assessment includes; self and time management activities for the completion of multiple online submissions, completion of work experience and the associated Work Experience Handbook, creation and completion of the portfolio.

D) Students will acquire and develop transferrable skills such that they are able to:

1. Communicate effectively using a range of formats

2. Use and present a variety of information sources effectively

3. Work effectively alone and as part of a group

	4. Be numerate appropriate to the student's discipline.
	a) Teaching and Learning Strategy Interactive seminars and workshops will support lectures and have a strong focus on small group activities to encourage the active participation of students throughout the year, developing peer learning, the sharing of knowledge and best practice, and support networks amongst a diverse student body. The culmination of the year is a personal portfolio through which final assessment takes place. Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE). Those students wanting to develop entrepreneurial ideas can receive additional support from the LSBU Enterprise Centre. **b) Assessment** Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the year, to ensure students engage in a process of continuous learning. Examples of formative feedback within this programme include: • Interactive lectures and seminars using the diverse experience of the student body, encouraging students to act as learning resources for one another • Subject knowledge and understanding will be assessed via seminar questions/ exercises and self-evaluation • Peer to peer feedback • Student led discussion and seminars • Poster creation • Submission of drafts of reports and feedback The components of summative assessment for each module are consolidated to create a final portfolio for summative assessment. A combination of assessment approaches will be used to assess the learning outcomes of the Foundation Year. Traditional modes of assessments such as essays, individual reports and the portfolio work are augmented by the use of case studies, group work, individual reports, presentations, reflections. and presentations. There are no exams on the Foundation Year.
How will student develop industry relevant skills and independence	Students are encouraged to integrate university learning and work experience as well as to develop their reflective skills. Work experience is planned to achieve the following: • Provide exposure to relevant contexts and professions relevant to the students chosen career pathway

	• Provide experience, in conjunction with the relevant health and/or social care sector of the realistic nature of that service • Enable students to acquire and demonstrate the learning outcomes of the Foundation Year Health and Social Care • To provide work experience in a range of contexts, and to equip students with an understanding of the diverse needs of people, clients and patients, their families and carers. • Prepare and equip students to continue to a professional undergraduate course of study Numeracy skills are an essential component of careers in health and social care and are therefore an essential component of all courses leading to such careers. Previously, despite the support available within the pre-registration courses, a significant proportion of students on our healthcare courses have struggled with this component of the course in the university and in practice. During the foundation year we will build on the skills of applicants in this context to ensure they are fully prepared to apply their numeracy skills successfully to practical settings. Within the university there are Student societies and activities and students will be encouraged to participate in Extra-curricular enterprise and employment opportunities.
How the offer of placements, internships and professional opportunities delivered?	**Work Experience** Work Experience is embedded throughout each term and attracts academic credit. Work experience is undertaken in an allocated Host Organisation or Host Trust and begins early in the programme. Students will also gain two weeks work experience close to the end of the year. Host Organisation/Trust Concept On entry to the programme students are attached to a Host Organisation or Trust where they will be based for their work experience. The benefits of this include: • Student identification with a specific organisation or Trust • Promotion of joint working • Collaborative decision making in the education and preparation of students • Improved communication between Organisations/Trusts and the University • Supporting the workforce by recruitment of students to first destination posts within their Host Organisation/Trust
How is learning flexible	Students will have a flipped classroom approach with access to Moodle online resources for teaching and learning. Blended learning is incorporated throughout all modules and a course site Foundation Year HSC will be available. There is one option module available which meets the requirements of the professions in the School of Health and Social Care and is designed to give the best opportunity for success. During the admission process the Course Director will work with students to

ensure an appropriate choice is made for the preferred career pathway.

Normally, students will undertake the following option module to meet the entry requirements of the following undergraduate careers;

Profession	Usual Option Module
Adult Nursing Mental Health Nursing Learning Disabilities Nursing Children's Nursing Midwifery	Biology for Health Sciences
Occupational Therapy Operating Department Practice Chinese Medicine: Acupuncture Physiotherapy Diagnostic Radiotherapy Therapeutic Radiotherapy Sports Rehabilitation	Promoting Health and Wellbeing
Social Work	People Skills and Values

How personalised support is provided	**At university level, students are supported by:** • Attractive modern study environments in the University and the two Learning Resource Centres, incorporating Library and computer centres • Moodle, a versatile on-line interactive learning environment • Access to extensive digital and print collections of information resources • Access to personalised learning data to inform choices • Advice from Skills for Learning incorporated into module delivery • A Student Centre which provides advice on issues such as; finance, University regulations, legal matters, accommodation, student support including chaplaincy, Mental health and Wellbeing and counselling • University Disability Advisors • An Equal Opportunities Officer • The Students' Union • A Careers and Placement Service for students and graduates in addition to the scheduled Work Experience. **At School level, students are further supported by:** • Designated Course Director with responsibility for the student experience • Personal tutoring from a named team • Scheduled weekly Student Drop-ins with academic staff for student support and guidance • Designated Programme Administrator to deal with day-to-day administration associated with the modules within the Programme

	• A Helpdesk situated in HSC is open throughout the calendar year • Module Leaders who are responsible for individual modules and provide academic support • Student Representatives on the Course Board • A Welcome Week at the start of the year • A Work Experience support lead from professional practice.

C. Entry Requirements	
Pre-requisites for this course	The admission and selection procedures outlined are based on the following principles: • An imperative to ensure flexibility of entry • The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course. • Fitness for professional practice The Foundation Year Health and Social Care therefore requires the following: • A Level DD **or**: • BTEC National Diploma MPP **or**: • Access to HE qualifications with Pass **or**: • Equivalent Level 3 qualifications worth 64 UCAS points. • Applicants must hold 5 GCSEs A-C including English and Maths, or equivalent (reformed GCSEs grade 4 or above). However, not all Access to HE graduates will be able to achieve the UCAS points required for entry to a professionally accredited Degree Programme of their choice. It is this sub-population of Access to HE graduates who, while they have completed a sustained programme of level 3 study over an academic year, have not yet achieved progression to Higher Education. The School of Health and Social Care can offer an additional opportunity to these students to show commitment to both study and work and to demonstrate success in achieving the entry requirements for a degree programme. Although the Foundation year is not open to overseas applicants at present, this is a requirement for some of the subsequent progression courses. **International English Language Test (IELT) requirements**: Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent (including 7.0 in written element and a minimum score of 6.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application. Applicants must normally be a minimum of 18 years at the commencement of the course. This is to meet the subsequent

	requirement of the professional regulators for general education when they progress to level 4.
Co-requisites for this course	All offers of places on the course are conditionally based on: 1. Satisfactory outcome of an interview; 2. Occupational Health clearance; 3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.
Recruitment Strategy	Application via UCAS. Marketing through online prospectus, social media, onsite Open Days and Open Days offered through NHS Trusts.
Student Fees: **Please indicate how fees for this course will be collected**	£7,250 Through the LSBU Student Fees Office.

D. Additional Information	
Course structure(s) A Foundation Year plan identifies the activity undertaken in days of the week and weeks of the academic year.	**Foundation Year**

Foundation Year
Term 1
Core module: Learning Skills for Higher Education
Core module: Communication Skills for Health and Social Care Professions
Term 1-2
Core module: Introduction to Health and Social Care Systems and Professions
Core module: Skills Needed for Roles in Health and Social Care
Term 2-3
Option module: Biology for Health Sciences **or** Promoting Health and Wellbeing **or** People Skills and Values
Core module: Work Experience

E. Course Modules

Module Code	Module Title	Level	Term	Credit value
FYH_S_001	Learning Skills for Higher Education	S	1	20
FYH_S_002	Communication Skills for Health and Social Care Professions	S	1	20
FYH_S_003	Skills Needed for Roles in Health and Social Care	S	2	20

FYH_S_004	Introduction to Health and Social Care Systems and Professions	S	2	20
FYH_S_005	Biology for Health Sciences	S	2-3	20
FYH_S_006	Promoting Health and Wellbeing	S	2-3	20
FYH_S_007	People Skills and Values	S	2-3	20
FYH_S_008	Work Experience	S	1-3	20

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed (TDA) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules				Programme outcomes																		
Level	Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
S	Learning Skills for Higher Education	FYH_S_001	TDA			TDA				TDA		TDA		DA	TDA	TDA		TDA	TDA	
S	Communication Skills for Health and Social Care Professions	FYH_S_002			TDA	TDA		TDA				TDA	TDA	TDA	TDA		TDA			
S	Skills Needed for Roles in Health and Social Care	FYH_S_003		TDA					TDA	TDA		TDA			TDA				TDA	TDA
S	Introduction to Health and Social Care Systems and Professions	FYH_S_004							TDA	TDA	TDA	TDA						TDA	TDA	
S	Biology for Health Sciences	FYH_S_005	TDA				TDA	TDA							DA	DA				
S	Promoting Health and Wellbeing	FYH_S_006	TDA				TDA	TDA							DA	DA				

S	People Skills and Values	FYH_S_007	TDA				TDA	TDA							DA	DA				
S	Work Experience	FYH_S_008	TDA			DA					DA	TDA	TDA	TDA	TDA	DA	TDA			

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level S
1 Supporting the development and recognition of skills through the personal tutor system.	Allocation of new students to a Personal Tutor during Welcome Week. The level and type of support offered through the personal tutor system is outlined Course Guide given to all students. The personal tutor documents academic and work experience achievements plus personal and pastoral support on an individual basis.
2 Supporting the development and recognition of skills in academic modules/modules.	Writing skills and study skills are supported and developed. Library sessions to support the development of initial literature searching skills. Support provided for students in relation to their assessed needs. Assessment preparation and support, tutorials provided. Formative feedback is given to in all modules to support and guide the development of academic assessment requirements. A marking rubric is used by all staff.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Module Guides clearly identify transferable skills and competencies which are related to the module content and assessment. Provision of blended learning facilitates the learning and development of knowledge. E-learning and blended learning approaches support the underpinning skills acquisition.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Skills for Learning will support students in literature searching and information retrieval. School Librarian provided to teach, guide and support student.
5 Supporting the development and recognition of career management skills.	Personal tutor feedback in relation to Work Experience in line with Work Experience Guidelines

6 Supporting the development and recognition of career management skills through work placements or work experience.	A designated Work Experience Lead from the workplace organisation and for each work experience area, who monitors student progress and reflects on practice. Discussions in relation to reflection on the experiences will take place each Monday in university. Students gain work experience within the area of their career choice.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	All students have access to support and assistance with writing and numeracy skills within the University. Active guidance is provided to encourage a balance between academic, work experience and personal life.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	All students are encouraged to join societies of the university and to volunteer as appropriate. All types of feedback highlights areas of strength and areas for development.
9 Other approaches to personal development planning.	Students are encouraged to think about their career in health and social care and their specific choice of profession from the beginning of the Foundation Year.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Reflection on learning needs and development is promoted in the classroom, by personal tutors, by the Work Experience Lead and by supervisors. An electronic portfolio approach is supported throughout the year.