

## Course Specification

<b>A. Course Information</b>																																					
<b>Final award title(s)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">FULL_DESC</th> </tr> </thead> <tbody> <tr><td>BSc (Hons) Adult Nursing (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Diagnostic Radiography (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Therapeutic Radiography (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Midwifery (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Occupational Therapy (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Children's Nursing (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Mental Health Nursing (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Learning Disabilities Nursing (with Foundation Year)</td></tr> <tr><td>BSc(Hons) Operating Department Practice (with Foundation Year)</td></tr> <tr><td>BA (Hons) Social Work (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Physiotherapy (with Foundation Year)</td></tr> <tr><td>BSc (Hons) Sports Rehabilitation (with Foundation Year)</td></tr> <tr><td>Integrated Masters in Chiropractic (with Foundation Year)</td></tr> </tbody> </table>	FULL_DESC	BSc (Hons) Adult Nursing (with Foundation Year)	BSc (Hons) Diagnostic Radiography (with Foundation Year)	BSc (Hons) Therapeutic Radiography (with Foundation Year)	BSc (Hons) Midwifery (with Foundation Year)	BSc (Hons) Occupational Therapy (with Foundation Year)	BSc (Hons) Children's Nursing (with Foundation Year)	BSc (Hons) Mental Health Nursing (with Foundation Year)	BSc (Hons) Learning Disabilities Nursing (with Foundation Year)	BSc(Hons) Operating Department Practice (with Foundation Year)	BA (Hons) Social Work (with Foundation Year)	BSc (Hons) Physiotherapy (with Foundation Year)	BSc (Hons) Sports Rehabilitation (with Foundation Year)	Integrated Masters in Chiropractic (with Foundation Year)																						
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<b>Course Code(s)</b>	<p>'with Foundation Year' in the title relates to a working title to differentiate from the existing courses of the same name (e.g. 5435 - BSc (Hons) Adult Nursing) and to identify that these new courses have the foundation year built in.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">AOS_CODE</th> <th style="text-align: center;">FULL_DESC</th> <th style="text-align: center;">Course Status</th> </tr> </thead> <tbody> <tr><td>5354</td><td>BSc (Hons) Adult Nursing (with Foundation Year)</td><td>A</td></tr> <tr><td>5355</td><td>BSc (Hons) Diagnostic Radiography (with Foundation Year)</td><td>A</td></tr> <tr><td>5356</td><td>BSc (Hons) Therapeutic Radiography (with Foundation Year)</td><td>A</td></tr> <tr><td>5357</td><td>BSc (Hons) Midwifery (with Foundation Year)</td><td>A</td></tr> <tr><td>5358</td><td>BSc (Hons) Occupational Therapy (with Foundation Year)</td><td>A</td></tr> <tr><td>5359</td><td>BSc (Hons) Children's Nursing (with Foundation Year)</td><td>A</td></tr> <tr><td>5360</td><td>BSc (Hons) Mental Health Nursing (with Foundation Year)</td><td>A</td></tr> <tr><td>5361</td><td>BSc (Hons) Learning Disabilities Nursing (with Foundation Year)</td><td>A</td></tr> <tr><td>5362</td><td>BSc(Hons) Operating Department Practice (with Foundation Year)</td><td>A</td></tr> <tr><td>5364</td><td>BA (Hons) Social Work (with Foundation Year)</td><td>A</td></tr> <tr><td>5365</td><td>BSc (Hons) Physiotherapy (with Foundation Year)</td><td>A</td></tr> </tbody> </table>	AOS_CODE	FULL_DESC	Course Status	5354	BSc (Hons) Adult Nursing (with Foundation Year)	A	5355	BSc (Hons) Diagnostic Radiography (with Foundation Year)	A	5356	BSc (Hons) Therapeutic Radiography (with Foundation Year)	A	5357	BSc (Hons) Midwifery (with Foundation Year)	A	5358	BSc (Hons) Occupational Therapy (with Foundation Year)	A	5359	BSc (Hons) Children's Nursing (with Foundation Year)	A	5360	BSc (Hons) Mental Health Nursing (with Foundation Year)	A	5361	BSc (Hons) Learning Disabilities Nursing (with Foundation Year)	A	5362	BSc(Hons) Operating Department Practice (with Foundation Year)	A	5364	BA (Hons) Social Work (with Foundation Year)	A	5365	BSc (Hons) Physiotherapy (with Foundation Year)	A
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	5598	Integrated Masters in Chiropractic (with Foundation Year)	A
<b>Course Director</b>	Dr Jacqueline Morris		
<b>Intermediate award title(s)</b>	Not applicable		
<b>Awarding Institution</b>	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Allied Health Professions		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input checked="" type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Both Full-time over four academic years.		
<b>Length of course</b>	Four year full-time		
<b>Approval dates:</b>	Course(s) validated	Yes	
	Course specification last updated and signed off	September 2022	
	Version number	3.0	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	<p>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 <b>successful</b> 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.</p>		
<b>How have Employers/PSRB contributes to the curriculum design, assessments and delivery</b>	<p>The course 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.”</p> <p><a href="https://hee.nhs.uk/sites/default/files/documents/TfC">https://hee.nhs.uk/sites/default/files/documents/TfC</a></p> <p>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.</p>		

	<p>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.</p>	
<p><b>Reference points:</b></p>	<p>Internal</p>	<ul style="list-style-type: none"> <li>• London South Bank University Corporate Plan 2015-20</li> <li>• School of Health and Social Care Local Delivery Plan (2017-18)</li> <li>• LSBU Academic Regulations for Taught Courses (2017-18)</li> <li>• LSBU Academic Framework</li> <li>• LSBU Guidelines for Writing Programme Specifications</li> <li>• LSBU Assessment Load Equivalence Guidelines</li> <li>• LSBU Assessment Good Practice Guidelines</li> <li>• Families of Learning: Co-Creating Local Solutions to Education Systems Failings (July 2017)</li> </ul>
	<p>External</p>	<ul style="list-style-type: none"> <li>• QAA: Enterprise and entrepreneurship education; Guidance for UK higher education provider, 2012</li> <li>• SEEC Credit Level Descriptors for Higher Education, 2016</li> <li>• The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008</li> <li>• Credit for Prior Learning – Guidance for Higher Education</li> <li>• Principles of Responsible Management Education</li> </ul>
<p><b>B. Course Aims, Features and Outcomes</b></p>		
<p><b>Distinctive features of course</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>- BSc Hons Adult Nursing</li> <li>- BSc Hons Mental Health Nursing</li> <li>- BSc Hons Learning Disabilities Nursing</li> <li>- BSc Hons Children’s Nursing</li> <li>- BSc Hons Midwifery</li> <li>- BSc Hons Occupational Therapy</li> <li>- BSc Hons Operating Department Practice</li> <li>- BSc Hons Physiotherapy</li> <li>- BSc Hons Diagnostic Radiotherapy</li> <li>- BSc Hons Therapeutic Radiotherapy</li> <li>- BSc Hons Sports Rehabilitation</li> <li>- BA Hons Social Work</li> </ul>	

	<p>- Integrated Masters in Chiropractic</p> <p>The distinctive features of the course include:</p> <ul style="list-style-type: none"> <li>• Programme tailor-made to the needs of enthusiastic students and the health and social care context</li> <li>• Enables a springboard to career and subject specific degree level studies in health and social care</li> <li>• Embedded life coaching to ensure students can make the best of the opportunity provided by the year</li> <li>• Unique work experience opportunity offered with leading and often world-renowned health and social care organisations, provided students meet the deadline for Disclosure and Barring Service (DBS) and Occupational Health Clearance.</li> <li>• Facilitates supported integration into University life</li> <li>• Benefit of an expert lecture series</li> </ul>
<p><b>Course Aims</b></p>	<p>The course 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.</p> <p>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.</p> <ol style="list-style-type: none"> <li>1. Develop students' understanding of self and their ability to plan effectively to enable them to achieve their goals.</li> <li>2. Enable students to understand how Higher Education can facilitate the achievement of their goals.</li> <li>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</li> <li>4. Introduce students to a range of subject areas and career opportunities to inspire and facilitate their life choices.</li> <li>5. Develop students' knowledge and practice of a variety of subject specific analytical techniques.</li> <li>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.</li> <li>7. Facilitate the development of cultural intelligence and social capital in an increasingly multicultural, globalised environment</li> </ol>

	<p>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.</p> <p>9. Progress confidently on to degree programme aligned to their goals which enables them to flourish.</p>
<p><b>Course Outcomes</b></p>	<p><b>A) Students will have knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. How successful participation in Higher Education can facilitate the achievement of their goals</li> <li>2. A variety of subject specific numerical and data problems using a range of techniques</li> <li>3. A range of communication skills to enable them to express themselves appropriately and adapt their style according to the audience and situation</li> <li>4. The principles and benefits of reflection and coaching</li> <li>5. The specific knowledge and skills appropriate to entry into their chosen discipline.</li> </ol> <p><b>B) Students will develop their intellectual skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand and explain simple subject specific concepts</li> <li>2. Gather and understand simple relevant data from different sources</li> <li>3. Explain data/evidence and use techniques to solve simple subject specific problems and/or theories</li> <li>4. Discuss the context in which health and social care services are delivered.</li> </ol> <p><b>C) Students will acquire and develop practical skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Plan effectively to achieve goals</li> <li>2. Communicate effectively using a range of media, including; listening to, negotiating with and persuading and influencing others</li> <li>3. Manage and develop self as a reflective practitioner</li> <li>4. Perform effectively within a team environment, and recognise and utilise other people's contributions in group processes</li> </ol>

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

### **Teaching and Learning Strategy**

Knowledge, Intellectual skills and practical skills will all be developed through a variety of mediums including lectures, seminars, blended learning, workshops, group work and placements. There will be a strong focus on interactive activities to encourage 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 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 by further independent study and a range of resources are provided to encourage this and to stretch the more able students. For practical skills the learning is applied and developed in a manner to give students a mix of hands on experience and theoretical application of knowledge. Case studies are used in modules and where possible are brought in to the classroom. Practical problem-solving activities and workshops will be supported by lectures.

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.

### **Assessment**

Knowledge, intellectual skills and practical skills are assessed through a variety of methods, including formative assessment opportunities, which are built into each module and summative assessments.

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 includes:

- 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

	<ul style="list-style-type: none"> <li>• Group presentations</li> </ul> <p>The summative methods of assessment comprise of a mix of; an exam, a variety of essays and written work including a literature review, posters and accompanying leaflets.</p> <p>Students who attend work experience (subject to DBS and occupational health clearance) will be provided with a structured workbook to focus their activity.</p> <p>All summative assessments must be passed in order to progress into the Level 4.</p>
<p><b>How will student develop industry relevant skills and independence</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Provide exposure to relevant contexts and professions relevant to the students chosen career pathway</li> <li>• Provide experience, in conjunction with the relevant health and/or social care sector of the realistic nature of that service</li> <li>• Enable students to acquire and demonstrate the learning outcomes of the Foundation Year Health and Social Care</li> <li>• 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.</li> <li>• Prepare and equip students to continue to a professional undergraduate course of study</li> </ul> <p>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.</p> <p>Within the university there are Student societies and activities and students will be encouraged to participate in Extra-curricular enterprise and employment opportunities.</p>
<p><b>How the offer of placements, internships and professional opportunities delivered?</b></p>	<p><b>Work Experience</b></p> <p>A work Experience opportunity is embedded into Module FYH_S_003. Work experience is undertaken in an allocated Host Organisation or Host Trust at the end of the programme in order to allow for full DBS and Occupational Health clearance in order to comply with LSBU, Trust and Healthcare provider requirements.</p> <p><u>Host Organisation/Trust Concept</u></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Student identification with a specific organisation or Trust</li> </ul>

	<ul style="list-style-type: none"> <li>• Promotion of joint working</li> <li>• Collaborative decision making in the education and preparation of students</li> <li>• Improved communication between Organisations/Trusts and the University</li> <li>• Supporting the workforce by recruitment of students to first destination posts within their Host Organisation/Trust</li> <li>• Experience of profession specific and non-profession specific work forces.</li> </ul>
<p><b>How is learning flexible</b></p>	<p>Students will experience a wide range of teaching approaches 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.</p> <p>Contact time is condensed in to 2-3 days per week in order to provide students with a good study life balance and provides the flexibility and time for those students with commitments outside the course whilst still delivering a full time programme. This also allows time for students to complete blended learning and self-directed study activities.</p> <p>All modules are mandatory and there are no optional components of the course.</p>
<p><b>How personalised support is provided</b></p>	<p><b>At university level, students are supported by:</b></p> <ul style="list-style-type: none"> <li>• Attractive modern study environments in the University and the two Learning Resource Centres, incorporating Library and computer centres</li> <li>• Moodle, a versatile on-line interactive learning environment</li> <li>• Access to extensive digital and print collections of information resources</li> <li>• Access to personalised learning data to inform choices</li> <li>• Advice from Skills for Learning incorporated into module delivery</li> <li>• 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</li> <li>• University Disability Advisors</li> <li>• An Equal Opportunities Officer</li> <li>• The Students' Union</li> <li>• A Careers and Placement Service for students and graduates in addition to the scheduled Work Experience.</li> </ul> <p><b>At School level, students are further supported by:</b></p> <ul style="list-style-type: none"> <li>• Designated Course Director with responsibility for the student experience</li> <li>• Personal tutoring from a named team.</li> <li>• Scheduled weekly Student Drop-ins with academic staff for student support and guidance</li> <li>• Designated Programme Administrator to deal with day-to-day administration associated with the modules within the Programme</li> <li>• A Helpdesk situated in HSC is open throughout the calendar year</li> </ul>



	<ul style="list-style-type: none"> <li>• Module Leaders who are responsible for individual modules and provide academic support</li> <li>• Student Representatives on the Course Board</li> <li>• A Welcome Week at the start of the year</li> <li>• A Work Experience support lead from professional practice.</li> </ul>
<b>C. Entry Requirements</b>	
<b>Pre-requisites for this course</b>	<p>The admission and selection procedures outlined are based on the following principles:</p> <ul style="list-style-type: none"> <li>• An imperative to ensure flexibility of entry</li> <li>• The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.</li> <li>• Fitness for professional practice</li> </ul> <p>The Foundation Year Health and Social Care therefore requires the following:</p> <ul style="list-style-type: none"> <li>• A Level DD <b>or</b>:</li> <li>• BTEC National Diploma MPP <b>or</b>:</li> <li>• Access to HE qualifications with Pass <b>or</b>:</li> <li>• Equivalent Level 3 qualifications worth 64 UCAS points.</li> <li>• Applicants must hold 5 GCSEs A-C including English and Maths, or equivalent (reformed GCSEs grade 4 or above).</li> </ul> <p>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.</p> <p>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.</p> <p>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.</p> <p>Although the Foundation year is not open to overseas applicants at present, this is a requirement for some of the subsequent progression courses.</p> <p><b>International English Language Test (IELT) requirements:</b>  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.</p> <p>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.</p>

<b>Co-requisites for this course</b>	<p>All offers of places on the course are conditionally based on:</p> <ol style="list-style-type: none"> <li>1. Satisfactory outcome of an interview;</li> <li>2. Occupational Health clearance;</li> <li>3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check</li> </ol> <p>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.</p>			
<b>Recruitment Strategy</b>	<p>Application via UCAS.</p> <p>Marketing through online prospectus, social media, onsite Open Days and Open Days offered through NHS Trusts.</p>			
<b>Student Fees:</b> <b>Please indicate how fees for this course will be collected</b>	Through the LSBU Student Fees Office.			
<b>D. Additional Information</b>				
<b>Course structure(s)</b>	<b>Foundation Year</b>			
	<b>Term 1</b>			
	Core module: Communication Skills for Health and Social Care Professions			
	Core module: Introduction to Health and Social Care Systems and Professions			
	<b>Term 2-3</b>			
	Core module: Skills Needed for Roles in Health and Social Care			
	Core module: Biology for Health Sciences			
	Core module: Promoting Health and Wellbeing			
<b>E. Course Modules</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Term</b>	<b>Credit value</b>
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	2-3	40
FYH_S_004	Introduction to Health and Social Care Systems and Professions	S	1	20
FYH_S_005	Biology for Health Sciences	S	2-3	20
FYH_S_006	Promoting Health and Wellbeing	S	2-3	20

All summative assessments must be passed in order to progress into the Level 4 of their chosen course.

## 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	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		DA			TDA	TDA	DA	TDA	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			

## 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.	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	All students have access to support and assistance with writing and numeracy skills within the University. Active guidance is

by recognising that they can be developed through extra curricula activities.	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.