

**Programme Specification for FdSc Health and Social Care
and Cert HE Health and Social Care**

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester; Halesowen College; Herefordshire & Ludlow College
3.	Programme accredited by	N/A
4.	Final award or awards	Certificate in Higher Education (Cert HE) Foundation Degree (FdSc)
5.	Programme title	Cert HE Health and Social Care FdSc Health and Social Care
6.	Pathways available Linked Honours Degree Progression Route(s)	BA (Hons) Applied Health & Social Care Top up BSc (Hons) Child and Adolescent Mental Health Top up
7.	Mode and/or site of delivery and duration	Taught and Work-Based Learning Programme, University of Worcester, Halesowen College and Herefordshire & Ludlow College
8.	Mode of attendance	Full time one day a week Part time half a day a week Work Based Learning
9.	UCAS Code	L511 (FdSc all sites) L513 (Cert HE all sites)
10.	Subject Benchmark statement and/or professional body statement	<ul style="list-style-type: none"> • QAA Foundation Degree Characteristics Statement (2020) • National Occupational Standards (NOS) Health and Social Care (Skills for Care 2012) • Code of Conduct and National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England Skills for Health (2013) • The Care Certificate Skills for Care (2013)
11.	Date of Programme Specification preparation/ revision	<p>March 2014. August and October 2014 (Regulations) June 2015 (TLI). April 2016 (FDHS2205 added as optional module for FDDS & FDMH); May 2016 (Removal of Bournville College); June 2016 (Addition of Halesowen College). December 2016 (FDHS2004 Team Working Module title updated). August 2017 AQU amendments. Sept 2017 attendance requirements updated, mapping updated. Nov 2017 Cert HE added, minor amends throughout. May 2018 amendment to Cert HE UCAS code. June 2018 updated award map (FDHS1211). August 2018 AQU amendments January 2019 updates (learning outcomes mapping reformatted, sections 19 and 21 removed, renumbered) Feb 2019 revision (Partner Institution); July 2019 updates (Learning, teaching and Assessment updates; Learning outcome updates for FDHS1210 and FDHS2003) August 2019 AQU amendments to Section 19 July 2020 (Removal of a 30 credit mandatory module, addition of two 15 credit mandatory modules) August 2020 temporary amendment to Practice/work based learning hours wording due to Covid-19. August 2020 Update to QAA Benchmark statement link August 2020 – AQU amendments to Section 19.</p>

12. Educational aims of the programme

Health and Social Care is a rapidly changing, complex and multi-dimensional area in terms of study and practice. This course aims to support new students wanting to access Health and Social Care work at Band 3/4 of the Agenda for Change pay rates (NHS 2013) or equivalent. Equally, it is designed to support the career development of those currently practicing in the field and are looking for promotion to higher levels of responsibility. Groups of students are taught together offering a rich learning environment. Students will be supported to look critically at the current discourses shaping Health and Social Care provision in the Twenty First century. The value placed on Health and Social Care issues is shaped by the diversity of people's beliefs, experiences and expectations and students are encouraged to analyse factors that have the potential to increase or diminish concerns in a wide range of contexts. Health and Social Care will be studied from a variety of perspectives, including individual, community, societal and global. Awareness of the individual, organisational, social, cultural, political and technological influences are essential to the exploration and understanding of Health and Social Care delivery. Understanding of these issues also requires an appreciation of the inter-relationship of a number of theoretical perspectives including those arising from the disciplines of social sciences, humanities and the life sciences and these are reflected in the modules students will study.

Foundation degree study offers authentic and innovative work-based learning as an integral part of its design. It enables learners to gain employment through the opportunity to learn and apply skills and knowledge acquired as an integrated element of the programme. It involves higher-level learning in the context of the institution and transferred to the workplace. This two-way process, where the learning in one environment is applied in the other underpins the educational aims of this course (QAA 2020). Students are expected to develop an enquiring, knowledgeable and critical application of their learning and to bring this to the context of their practice.

The Certificate in Higher Education (Cert HE) offers University of Worcester and partner college students the opportunity to complete a level 4 course. This course has also become a recognised route into careers within the NHS, such as Adult Branch Nursing, Child Branch Nursing, Midwifery, Occupational Therapy, Paramedic Science, Physiotherapy and Social Work, for students who did not meet the initial entry criteria and who, through this course, are supported to achieve their potential. Progression onto such professional programmes is subject to successful application and therefore not guaranteed. In addition, a student registered for the Cert HE who successfully completes the requirements for the award may choose to continue to study in the following year towards the Foundation Degree rather than exit with the Cert HE.

The course aims to:

1. Provide students with the opportunity to develop specific knowledge, skills and values relevant to the context of health and social care.
2. Provide opportunities for students to develop key skills to prepare for employment and lifelong learning and/or further study.
3. Develop students' appreciation and application of the core values underpinning care practice
4. Promote critical reflection and reflexive practice.
5. Critically engage students in the social, cultural, moral, legal and political context of health and social care work
6. Develop an analytical and critical approach to problem solving
7. Enable students to assess, plan, implement and make sound judgements in care delivery in accordance with the core values of health and social care work
8. Develop students interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively
9. Further develop skills and strategies necessary for partnership working with a range of service users, services, professionals and groups across the care sectors

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate and critically reflect on the knowledge and skills necessary to work effectively with individuals requiring access to health and social care services	FDHS2203
2.	Respect the rights and promote the interests, dignity and independence of service users and carers whilst protecting them from danger or harm	FDHS1212 FDHS1213 FDHS1210

Cognitive and Intellectual skills

1.	Critically analyse relevant theoretical frameworks and concepts and critically apply these to the practice of health and social care in a variety of contexts	FDHS2205 FDHS2204
2.	Establish and maintain trust and confidence of service users, carers and the public	FDHS1205 FDHS1213 FDHS2203
3.	Respect difference and diversity and demonstrate anti oppressive and inclusive practice	FDHS1212 FDHS1213 FDHS1211

Skills and capabilities related to employability

1.	Effectively care for others and assist individuals to identify their needs, select, plan and implement appropriate care strategies	FDHS1205 FDHS1213 FDHS2203
2.	Work in collaboration and partnership with others across a range of different agencies	FDHS2203
3.	Empower and involve individuals as active participants in the care process	FDHS2203

4.	Communicate effectively through a range of media and in a range of contexts.	FDHS2203 FDHS1213

Transferable/key skills

1.	Use reflective practice to develop knowledge and skills for care practice within work environments	FDHS1205 FDHS1212 FDHS1213
2.	Develop key skills for lifelong learning	FDHS2203 FDHS2205
3.	Demonstrate accountability for the quality of their work and take responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role.	FDHS2203 FDHS2204

The principles of Universal Design for Learning (UDL) underpin our commitment to offer flexible ways of learning e.g. innovative teaching methods; flexible study resources e.g. electronic teaching materials so you can modify the font and background colour; and flexible ways of assessing learning e.g. providing different assessment methods. Examples of learning, teaching and assessment methods used:

- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and Virtual Learning Environment (VLE) support
- The planning, researching and writing of assignments and subsequent oral and written feedback is fully supported by the use of formative [preparatory] assessment
- Work-based scenarios and variety of settings, roles and responsibilities in health and social care settings experienced via case studies, guest speaker inputs, work placement and work-related learning
- Practical, work-based and work-related assignments – e.g. Video and practice of communication and interpersonal skills and group work, intervention plans, case studies, health promotion posters
- Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values
- A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, poster presentations, evidencing practice and research related tasks
- The Work-Based learning requires students, in negotiation with supervisors and work-based mentors to select, research and relate theory to their own personal development at level 4 and in the development of an appropriate project at level 5. Development of skills for critical reflective practice in the Effective Communication and Ethical Practice module and through work-based assignments in a number of modules
- Opportunities in modules and additional support sessions to develop skills in using PowerPoint, word processing, e-mailing.
- Develop portfolio and Personal / Professional Development Planning (PDP)
- All modules encourage learners to engage in discussion and application of key concepts to a work-based context
- Higher order independent learning and critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) will be developed and encouraged at levels 4 and 5 (with additional tutor support in line with UW's Learning Outcomes policy)

- Reflection in and on practice and case study work offers students the opportunity to engage in problem solving and decision making and demonstrate awareness of own strengths, limitations, responsibility and accountability
- Evidence-based practice and research informed knowledge; understanding and critical appreciation is assessed through the Individual Project in the Work Place

14. Assessment Strategy

The University of Worcester's [Assessment Policy](#) ensures that the Department's moderation and assessment strategy is based on the following principles:

The modules and their assessments using UDL approaches are designed to enable students to demonstrate their achievement of the course aims and outcomes and key skills development. Assessment criteria and grade descriptors are provided for each item of assessment. Work based learning and reflective practice are essential components of the learning in this programme, are integral to the achievement of the programme aims and learning outcomes and encourage and promote learning that enables and encourages the students to think critically and analytically.

A variety of methods of assessment are used, both formative and summative, that enable students to demonstrate competence in a range of skills required both in higher education and in the workplace. Assessment arrangements are in-line with the [Inclusive Assessment Policy](#) offering alternative options to support individualised learning and making provision for reasonable adjustments. Assessments include simulated practice, videos, case studies, individual and group presentations, intervention plans, care planning and various other written assessments including essays, reflective writing, and reports. The assessments selected promote the reflection and learning that is essential to work-based practice and not simply reliant on memory and recall of information. The assessments relate specifically to the identified learning outcomes for modules. Work based knowledge; skills and attitudes will also be developed and assessed through the strategic use of practice skill workshops.

It is recognised that using experiences from work environments in learning and assessment strategies can raise ethical issues, e.g. confidentiality, questioning of work practices, etc. Given the nature of reflective practice and work-based and placement learning, the School of Allied Health and Community has specific guidance regarding Confidentiality (See Course Handbook).

15. Programme structures and requirements

AWARD MAP: CERTIFICATE HIGHER EDUCATION HEALTH AND SOCIAL CARE and FOUNDATION DEGREE HEALTH AND SOCIAL CARE

Requirements at Level 4

Students must successfully complete 120 credits in total at Level 4, to achieve the Certificate in Higher Education.

Module Code	Module Title	Credits (Number)	Status
FDHS1210	Understanding and Promoting Health and Well-being Across the Life course	30	Mandatory
FDHS1211	Health and Social Care: Legislation, Policy and Improving Quality	30	Mandatory
FDHS1205	Health and Social Care: Personal and Professional Development in the Work Place	30	Mandatory
FDHS1212	Ethics, Values and Use of Self	15	Mandatory

FDHS1213	Communication Skills for Practice	15	Mandatory
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Requirements at Level 5

Students who successfully complete the Certificate in Higher Education can progress onto Level 5. Students must successfully complete 120 credits at Level 5. Students must successfully complete 240 credits to achieve the Foundation Degree.

Module Code	Module Title	Credits (Number)	Status Mandatory or Optional
FDHS2003	Applied Research and Evidence Based Practice	15	Mandatory
FDHS2004	Understanding Team Working in Professional Practice	15	Mandatory
FDHS2205	Applied Human Biology and Managing Health Conditions	30	Mandatory
FDHS2203	Health and Social Care: Individual Project in the Work Place	30	Mandatory
FDHS2204	Reviewing Academic Literature in Health and Social Care	30	Mandatory

Work Based Learning Modules and Minimum Practice Requirements

FDHS1205 and FDHS2203 are the placement and work based learning modules which require the completion of a minimum of 100 hours of placement and/ or work based learning. The timing of this practice based learning will allow for some flexibility, although it is essential that certain parameters are met to ensure opportunities to link University based learning to practice, facilitate reflection on work based learning and ensure that assessment deadlines can be met. Placement and/ or work based learning may take a variety of formats, these may take place within a variety of settings and/ or may include project placement activities- see Policy on the Management of Placement and Work-based Learning.

For the full-time student, the minimum requirement of 100 hours for each module must normally be achieved in a minimum of fifteen working weeks and a maximum of 35 working weeks. This equates to completing 6.67 hours per week to achieve the target of 100 hours in 15 weeks and just under 3 hours per week spread over 35 weeks. The course team recommend 1 day in work based learning/ project placement activities for the duration of the placement throughout the academic year in order to complement your studies and relate theory to and with practice.

For the part-time student, an individual learning contract will be negotiated to enable the requirements for practice learning to be fulfilled. Work based learning will be shaped by the learning outcomes for the modules, assessment requirements and objectives arising from students' personal development plans.

16. QAA and Professional Academic Standards and Quality

The Cert HE Health and Social Care award is located at level 4 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the QAA's [Framework for Higher Education Qualifications:4.10](#) (2014). If a student registered for the Cert HE, successfully completes the requirements for the award, they may choose to continue to study in the following year towards the Foundation Degree rather than exit with the Cert HE. The FdSc Health and Social

Care award is located at level 5 of the FHEQ and is constructed to enable students to demonstrate knowledge and competencies as detailed in the QAA's [Framework for Higher Education Qualifications:4.12 \(2014\)](#).

Work-based learning aspects of the course are informed by [Making it work: a guidebook exploring work-based learning \(QAA2010\)](#) and incorporate [UW Policy for Management of Placement and Work Based Learning](#) (2016)

The course is also designed to meet requirements of [The UK Quality Code for Higher Education: Overview and Expectations\(2018\)](#) (including e-learning).

The following key documents have informed the development of this programme:

- [QAA Characteristics Statement: Foundation Degrees \(2020\)](#)
- National Occupational Standards (NOS) Health and Social Care (Skills for Care 2012)
- Common Induction Standards (CIS) (Skills for Care 2013)
- Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England (2013)
- National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England (2013)

17. Support for students

The University of Worcester, Halesowen and Herefordshire and Ludlow College have an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

[Disability & Dyslexia Support](#) within Student Services at the University provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

The following roles, activities and documents provide support for students of both the Certificate in Higher Education level 4 and Foundation Degree at level 5:

- Induction programme including inputs from course team, Registry and other student services
- Head of Department, Course Leader and Module Leads to support learning, teaching and offer guidance.
- Work based learning tutors and mentors in practice to support work-based learning.
- A nominated Personal Academic Tutor to provide pastoral support, academic advice and guidance, as well as assistance with Personal Development Plans, as appropriate.
- Course Handbook
- Module outlines which include module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides, including Work Based Learning Handbooks for students and mentors.
- Library Services provide library, IT, media and print support and provides an Information and Enquiry Desk and Study Guides
- Student Services provide a range of support including programme advisers, finance, welfare and accommodation advice, and additional Study Guides
- Student course representation on Course Management Committee to address course-wide issues (Course Reps)
- Registry Services and the student online learning environment (SOLE page) provides details of modules, registration and results
- Student and academic support, representation and social networking via the Students' Union.

18. Admissions

Students can apply for either the Cert HE or the FD and on successful completion of their chosen level can either exit with the chosen award or are eligible to progress onto the next level of study. The admissions/selection criteria are applicable to either route.

Admissions Policy

The admissions policy for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

Entry requirements

The normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSEs (Grade C/4 or above) and 1 A level (or equivalent Level 3 qualification)

The current UCAS Tariff requirements for entry to the course are published in the prospectus and on the University's website: <https://www.worcester.ac.uk/courses/health-and-social-care-fdsc.html>.

Details of acceptable level 3 qualifications, policy in relation to applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. See the University's [Admissions Policy](#) for other acceptable qualifications.

Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications will be asked to demonstrate evidence of ability in literacy through submission of an exploratory essay. All candidates are able to access a learning needs assessment.

Students whose first language is not English must have a minimum standard of English at IELTS 6.

Course Specific Entry Requirements:

- To fulfil the mandatory vocational practice learning element, students will be required to undertake a minimum of 100 hours practice learning in a relevant setting during the course.
- Applicants already employed as health and social care workers who wish to use their current place of work as work based learning; must have approval from the course leader. They must also have the agreement of the relevant organisation to provide opportunities for successful achievement of course and module learning outcomes. Students must also be able to attend University for a minimum of one day per week for academic study (the study days may vary between intakes).
- Those applicants not already employed in suitable work environments have the responsibility to secure an appropriate placement. Course team support will be available to assist in signposting students where necessary.
- Students will be required to travel to and from practice-based learning at their own expense. This work-based learning will (where possible) be mindful of student individual needs but must be focussed on providing suitable opportunities to enable the student to achieve their learning outcomes.
- All places are conditional upon a UW Occupational Health Clearance.
- Students will be required to have an Enhanced Disclosure and Barring Service (DBS) check. Students will not be able to commence practice until clearance is confirmed.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for Recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Students with relevant previous study at level 4 and 5 or extensive experience may be considered eligible for RPL. Credit can be given for individual modules.

Admissions procedures

All applications follow the University of Worcester full-time admissions regulations and procedures. All applicants once they have been offered a place, irrespective of their pathway into the course, will be invited to attend an applicant day.

- Applicants complete the UCAS application form.
- Each application will be considered by University of Worcester Registry Admissions and the appropriate Course Leader.
- Evidence of qualifications will be checked.
- References and personal statements will inform the selection of candidates;
- Applicants are required to provide two referees, (where possible one from their last place of study, and one from a practical work base area).

Full-time applicants apply through UCAS L511 for FDHS; UCAS L513 for Cert HE.

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Students will be selected through a review of their application. The review assesses:

- insight into their qualities and values;
- interpersonal and communication skills;
- written skills.

See Section 20 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#).

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see the [Taught Courses Regulatory Framework \(TCRF\)](#).

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-

- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- Students who wish to transfer registration from the Cert HE to the Foundation Degree must seek the approval of the course leader.

Requirements for Awards

Award	Requirement
Cert HE Health and Social Care	In order to be eligible for the exit award of Certificate in Higher Education Health and Social Care a student must have passed at least 120 credits in total including all mandatory modules for Level 4 of the award as specified on the award map.
Foundation Degree (FdSc) Health and Social Care	Passed 120 credits at Level 4 and 120 credits at Level 5, including all mandatory modules, as specified on the award map.

These awards are not classified.

20. Graduate destinations, employability and links with employers

Service integration collaboration and multi-disciplinary working in health and social care settings has informed the emerging context for this programme. In consultation with employers the course seeks to prepare students for future careers in a range of operational contexts as identified in the section Graduate Destinations below.

Graduate destinations

Graduates are expected to seek employment working in statutory, voluntary and commercial organisations. Examples of the types of paid employment in health and social care contexts include:

- Care services.
- Advice and guidance services
- Advocacy and rights based services
- Preventative health, care and welfare services
- Housing support services
- Family support services
- Health care provision

Student employability:

The Course will enhance student employability in several ways. Sound work based practice and values will be established and strengthened during the one year Cert HE (e.g. the ability to meet deadlines, to prepare well, and to communicate effectively within a formal context). Fundamental to this is the consistent synthesis, within the course's design and delivery, of the work place and classroom. Thus, students enhance their employability by using and developing a range of different skills in different contexts, and by bringing learning from one context to the other.

Student employability remains a high priority which reflects both University aspirations and the vocationally focused nature of the course. The course will be constantly reviewed to ensure that it is fit for purpose and capable of equipping students to meet employment challenges. Additionally, the Course Team will work with the University's dedicated Careers Advice Specialists to ensure that students can receive support and guidance relevant to their own particular situation and employment ambitions.

Graduate employability will be tracked and monitored through Higher Education Statistics Agency data generated from the Destinations of Leavers from Higher Education survey.

Links with employers:

Through a substantial work based learning infrastructure, colleagues from the statutory, voluntary and independent sector keep course staff informed of changing conditions in practice. Combined with research and feedback from students the course is constantly revised and updated to ensure that it remains fit for purpose. Students are able to locate their own practice within a diverse variety of placement contexts and are encouraged to seek out placement opportunities best suited to their future career aspirations.

Students and graduates of this course will benefit from the strong links to practice already established; experienced practitioners and service managers contribute to both taught aspects of the course and to a range of on-going quality assurance arrangements.

Progression Top-Up Degree(s)

Students who pass the Foundation Degree which is a valued qualification in its own right may also consider further study and are eligible to progress to the third year of existing degree programmes at UW. Specifically, this Foundation Degree will enable students to progress onto the BA (Hons) Applied Health & Social Care (Top up) or BSc (Hons) Child and Adolescent Mental Health (Top up). Students are encouraged to apply by March before starting in September using the internal application available on the SOLE page. Students will need to consider topics for their independent study prior to starting in September.

On successful completion of the Certificate in Higher Education students may wish to consider applying for one of the following courses:

- Nursing BSc (Hons); Adult Nursing or Mental Health Nursing (prerequisites include GCSE Maths and English Language, [click here for further information](#)).
- Some students may be interested in undertaking the two year Foundation Degree and then applying for a progression route into the second year of BSc Honours programme in Adult Nursing/Mental Health Nursing. There are specific requirements for entry here, please contact the admissions tutor in nursing for further details.
- Social Work BA (Hons) (prerequisites include GCSE Maths and English, [click here for further information](#)).
- Occupational Therapy (BSc Hons) (prerequisites include GCSE Maths, Science and English, [click here for further information](#)).
- Paramedic Sciences (BSc Hons) (prerequisites include GCSE Maths, Science and English, [click here for further information](#)).
- Physiotherapy (BSc Hons) (prerequisites include GCSE Maths, Science and English, [click here for further information](#)).

Please note that entry to these courses is subject to successful application processes, which may include an interview. Application for these courses can be made using the internal application available on the SOLE page.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment

methods of each module can be found in associated course documentation eg course handbook, module outlines and module specifications.