Organisational Learning Centre

HE College of Excellence

Programme Handbook

BA (Hons) Level 6 Top-up
Integrated Health, Social Care and Wellbeing

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Contents

1. Introduction and Welcome

Welcome from Sarah Moraes the Director of Curriculum Studies at OLC College.

We have written this handbook to help you understand the programme you are joining and to help you feel comfortable and confident as a student of the **Health & Science Curriculum area.** Please keep it handy for reference purposes.

To get the best out of the programme you should come prepared to work hard and take responsibility for your own learning.

The handbook contains information which is specific to your programme. We hope you will find it useful. Do not worry if you do not understand it all straight away. There will be an induction period at the beginning of the programme to help you get to know everyone, find out where things are and make sure you understand the programme.

Your programme leader and module tutors will talk you through the key aspects of the handbook during induction and will refer to it again at later stages in the programme. In addition to this handbook, you will also receive access to OLC Student Handbook within Moodle (VLE) which will provide you with information about your award with NCG and generic information, which is applicable to all students studying your degree. It also provides you with details related to Academic Regulations and essential information that you may need to refer to from time to time whilst you are studying with us.

We want you to enjoy your programme and complete it successfully. If you find you are having problems or not enjoying the programme, please talk to us. Remember that everyone needs help and support at some time. Asking for help is not a sign of failure - in fact, it may help you to succeed. Please approach your programme leader if you have any questions or wish to seek clarification about your programme.

We wish you well with your studies. If there is anything more you need to know that is not in this handbook, please ask.

Yours sincerely,

Sarah Moraes

Director of Curriculum Studies
OLC College

The purpose of this handbook is to clarify the aims of your programme and provide some initial information which we hope will help you to plan your studies.

2. Higher Education within OLC College

OLC College offers full and part time higher education courses in the vocational areas of Healthcare Practice for England and Health and Social Care. Higher Education within the OLC Pathway has been restructured in line with the College's 3Es Strategy, Engagement, Evaluation, and Enhancement. This has ensured that provision is responsive to the higher skills requirements of employers.

The programme aims to deliver a flexible programme of study that will enable you to acquire the requisite knowledge and skills to fulfil your potential and progress in your chosen career path. This will provide a challenging and rigorous curriculum to meet projected needs of employers in the vocational area with the common core of skills, academic benchmarks set by the Quality Assurance Agency (QAA) and knowledge of healthcare practice embedded within the modules. It is envisaged that the programme will develop the workforce in the region giving high level skills in the sector, ensuring the region is competitive both nationally and globally.

2.1. Programme purpose

The purpose of this programme handbook is to clarify the aims of your programme and provide some initial information which we hope will help you to plan your studies.

This programme contains five modules in total. You will be required to undertake a minimum of ten hours' independent study each week. The vocational area of Health is one of continual change and students need to be constantly updating their knowledge. This will necessitate a high volume of reading and of applying research skills to access information. Students are expected to keep abreast of current legislation and presenting issues relating to counselling skills and therapeutic communication practice.

This BA (Hons) Integrated Health, Social Care, and Well-Being (Top-up) programme is designed to fit with the skills demanded by the wider health & social care community and providers within the region. Thus, aligning with the College strategy of producing qualified graduates with the knowledge and skills required by local employers.

2.2. Overview of the Programme

The BA (Hons) Integrated Health, Social Care, and Well-Being (Top-up) programme aims to develop independent learners, using an informed approach to personal learning and development. The programme further aims to develop students who can outline the underlying concepts and principles associated with integrated health, social care, and well-being practices. The programme will also provide you the student with a variety of teaching and learning experiences that could further your career within services that support people throughout the life span. The programme you will follow will have a strong vocational focus and this will aim to prepare you for work in both the statutory and non-statutory sectors.

An expectation of this programme is for you to spend a significant period outside of normal classroom sessions in further study including reading, reflecting and work-based learning. The strong emphasis on work-based learning is intended to provide you with a better understanding of different organisations that provide health, social care, and well-being services within the community.

Each module studied on the programme has been created with specific links to industry and employers, with the view to create a programme that maps directly to the skills you will need to work in integrated health, social care, or well-being sectors. By the end of this Degree journey, holders of qualifications at this level **(Level 6),** should have developed an understanding of a body of knowledge and have developed a range of skills to support their developing professional practice.

This programme is aligned with the following graduate attributes which you will develop over the course of study:

- A commitment to lifelong learning and career development
- Collaborative teamwork and leadership skills
- Personal and intellectual autonomy
- Ethical, social, and professional understanding
- Communication, information, and digital literacies
- Global citizenship
- Research, scholarship, and enquiry skills
- Enterprise and entrepreneurial awareness and capabilities

2.3. How your programme has been developed to meet the needs of industry

The Integrated health, social care and well-being programme is part of a specialised undergraduate programme that focuses on the development of theory, simulated and practical experience with an academic underpinning. The course embraces non-traditional learners (as well as others) through a supportive academic experience in a non-threatening institution.

Integrated health, social care, and well-being services are becoming a graduate profession and professionals are deployed across a broad range of specialties, including areas with consistent, long-term deficits of staff. For example: *mental health, adult care (Shared Lives), primary health care services, health promotion, home care services, health improvement, well-being, social work, pastoral care, youth work, physical and learning disabilities, mental health in schools, colleges, and universities,*

OLC College work in partnership with over 30 health and social care providers and charities throughout the Greater Manchester area, which include: Age UK Bolton/ Manchester, Band, Bolton Carers Support, Bolton Hospice, Bolton Lads & Girls Club, Bury VCFA, Fort Alice, Mind, and Manchester Settlement. Furthermore, as NHS Bolton Trust endorses our HE Health and Social Care, and Healthcare Practice for England Programmes, there may be an opportunity for you to gain some placement experience with the trust. This will be especially useful for those interested in a career within healthcare. Please see your programme leader for further details.

Relationships with employers within the sector will continue to be developed and maintained through an 'Employer Engagement Week' that is an established event within the annual academic calendar. We also have several links with employers, including regional based care homes, probational services, mental health charities and local NHS trusts.

3.   Programme Structure and Curriculum

3.1. Aims and learning outcomes of the programme

- Demonstrate an ability to be independent learners, using an informed approach to personal learning and development which will help them to contribute to the needs of a range of different service users with Integrated Health, Social Care and Well-Being communities/settings.

- Develop the ability to use subject specific knowledge and evidence to inform professional practice in a variety of contexts in Integrated Health, Social Care and Well-Being communities/settings.

- To develop students who can demonstrate both professional and managerial skills and competencies within a range of Integrated Health, Social Care and Well-Being practices, observing appropriate ethical guidelines.

3.2. Programme Structure and Curriculum

The programme is made up of **5** modules which add up to **120** credits across your programme.

Module Title	Credits
LEVEL 6 – BA (Hons) Integrated Health, Social Care and Well-Being (Top-up)	
Research Theory and Practice	**20**
Developing Strategies for Health & Well-Being in the Community	**20**
Health Policy, Politics and Power	**20**
Taking Control: Leading, Managing and Caring in HSC	**20**
Dissertation	**40**

3.3. Full-time

The table below shows how the one-year, full time programme is structured, the modules and credit values and when the modules are delivered.

BA (Hons) Integrated Health, Social Care, and Well-Being

Module	Credits	Semester 1 ✔	Semester 2 ✔
Research Theory and Practice	**20**	✔	
Developing Strategies for Health & Well-Being in the Community	**20**	✔	
Health Policy, Politics and Power	**20**	✔	
Taking Control: Leading, Managing and Caring in HSC	**20**		✔
Dissertation	**40**		✔

4. The Programme Team

Enock Tsapayi   Mathew Cox

4.1. Programme Team Leader

Enock Tsapayi is your programme leader. Any general concerns or questions should be directed to the programme leader in the first instance. Any module specific questions or issues should be directed to the module leader.

The programme leader is responsible for the day-to-day operational management and supervision of the programme, including:

- Recruitment, enrolment, and induction of students.
- The planning and delivery of curriculum and associated student assessment.
- The provision of tutorial advice, guidance, and career planning.

4.2. Module Leaders

They are responsible for the planning, delivery and assessment of your module and will provide you with a module guide at the start of each module. This will tell you what you will learn and what you need to produce to successfully complete each module. At the end of each module your module leader will also ask you to review and provide feedback on your experience.

Here is a list of your module leaders and their contact details which are also placed on your programme virtual learning environment (VLE).

Title	Name	Email Address	Modules Taught	Tel No.
Programme Leader	Enock Tsapayi	etsapayi@olceurope.com	- Research Theory and Practice - Dissertation	01204 525511 (Bolton) / 0161 2283077 (Manchester)

Module Leader	Mathew Cox	mcox@olceurope.com	• Developing Strategies for Health & Well-Being in the Community • Health Policy, Politics and Power • Taking Control: Leading, Managing and Caring in HSC	01204 525511 (Bolton) / 0161 2283077 (Manchester)

4.3. Programme Team Profiles

Enock Tsapayi

Enock is the Programme Lead for the BA (hons) Integrated Health, Social Care and Wellbeing as well as the Module Lead on the Research, Theory and Practice and the Dissertation modules.

Enock has worked for many years with a passion for making a difference and impacting the community. Enock has achieved a MA in Inclusive Education and PGCE (M) Teaching Learners with Additional Needs (TLAN), QTLS and a BA (Hons) in Youth and Community Work. Enock strives to achieve very high standards in providing inclusive pedagogy for students, including those diagnosed with Special Educational Needs and Disabilities (SEND).

Enock has taught across a range of different Health and Social Care Higher Education courses, including the Healthcare Practice for England HND programme. Enock has previously taught a variety of topics in health and social care, which include Mental Health, Professional Development, Inclusive Practice, Equality and Diversity, Safeguarding, Inter-professional Collaboration, Policy in Practice, Research Methods, and Academic and Personal Development.

Mathew Cox

Mathew Cox is the Module Lead for Developing Strategies for Health and Wellbeing in the Community, Health Policy, Politics and Power, and Taking Control, Leading, Managing and Caring in HSC.

Mathew has achieved a MA in Educational Management and a BSc (Hons) in Psychology and holds QTLS status. Mathew has taught across the HND programme in HealthCare Practice for England and the BSc (Hons) Health and Social Care Programme. Mathew is an advocate for Pedagogy and is a truly inspirational tutor in the classroom. Mathew is a lifelong learner in his expert area of Psychology.

Mathew has previously taught a range of health and social care topics that have included Applied Psychology of Health and Well-being, Leadership and Management within Health and Care, Evidence-Based Practice, and Research Methods.

4.4. Personal Tutor

Every student has an entitlement to individual tutorials. At the beginning of the programme, you will be assigned a Personal Tutor whose role it will be to:

- Provide support and guidance as to how you can manage your learning and personal and professional development.
- Keep an overview on your progress.
- Advise on progression opportunities.

Your Personal Tutor may be the Programme Leader or one of the Module Tutors.

5. About Your Modules

Level 6	Module	Module Overview
Semester 1	**Code: IHS 301 Research Theory & Practice** *Credit Value: 20 Credits* **Core Text:** Creswell, J.W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* London: Sage. Kumar, R. (2010) *Research methodology,* 2nd edition. London: Sage. Passer, M. W. (2014) *Research Methods, Concepts and Connections.* New York: University of Washington. **Recommended Reading:** Robson, C. (2002) *Real World Research.* 3rd Edition. Oxford: Blackwell. Silverman, D. (2005) Doing *Qualitative Research* 2nd Edition. London: Sage.	*The aim of this module is to develop the student's ability to critically understand and conceptualise the process of research methods and data analysis. This will include issues of methodology, methods, data analysis, data management, ethics, governance, and dissemination. This content will enable the student to acquire the knowledge and skills necessary to provide the highest quality of evidence-based care and support within health and social care systems. The module further aims to equip the students with a critical and practical understanding of research and health improvement processes and refine skills in critical appraisal and project planning.* **Summative Assessment: (100%) LO1, 2 & 3 -** *A* **written research proposal** *of 2000 words covering all three learning outcomes.* **LO1.** Demonstrate a critical understanding of research design, theory, and methods in relation to Health & Social care and well-being. **LO2**. Critically consider ethical issues and concerns pertinent to research practice. **LO3**. Produce a creative and original research proposal in response to a presenting problem or issue in the field of Integrated Health, Social Care and Well-Being .

	E Books Bell, J. (2010) *Doing your research project*, 5th edition. Maidenhead: Open University press. Denscombe, M. (2007) *The good research guide.* 3rd edition. Maidenhead: Open University Press. Walliman, N. (2006) *Social Research Methods*, London: Sage.	 STEPS IN RESEARCH PROCESS
Semester 1	**Code: IHS 302 Developing strategies for Health & Well-Being in the Community** *Credit Value: 20 credits* **Core Text:** Craig, R. (2018) *Brain Tingles: The Secret to Triggering Autonomous Sensory Meridian Response for Improved Sleep, Stress Relief, and Head to Toe Euphoria.* London: Adams Media. Dalziel, P., Saunders, C. & Saunders, J. (2018) *The Capabilities Approach to Prosperity (Wellbeing in Politics and Policy).* London: Palgrave MacMillan. Ehrlich, R. (2019) *A Life Less Stressed: The Five Pillars of Health and Wellness.* London: Scribe. **Recommended reading:** Prestwich, A. (2017) *Health Behaviour Change: Theories, Methods, and*	*Promoting well-being is not just about free fruit and yoga. In this module students will consider the concept of social prescribing utilising the five pillars of well-being (mental & emotional, social, physical, digital, and financial well-being) in community led activities. Further students will explore the benefits of different well-being therapies including scream, laughter, rage rooms, pat animals and ASMR tingles. The module culminates with the students developing and justifying their own Community Well-Being strategy.* ***Summative Assessment: (100%) LO1, 2 & 3*** **Option A – Written Report** *Students will create a community well-being strategy addressing one of the pillars of well-being and provide justifications for their design. (2,000 words)* **Option B – Wellbeing Activity Session** *In small groups students will plan, create, and deliver a 15-minute observed well-being activity session to a group of students. Planning, evaluation, and a personal reflective account of the experience (using a reflective model) to be submitted. (Up to 750 words)*

	Interventions. London: Abingdon, Oxon. Rice, R. (2021) *Slow Down: Show Up and Pray: Simple Shared Habits to Renew Well-Being in Our Local Communities.* Milton Keynes: Authentic Media Ltd. Whispers Red, E. (2019) *Unwind Your Mind: The life-changing power of ASMR.* London: Ebury Publishing.	
Semester 1	**Code: IHS 303** **Health Policy, Politics and Power** *Credit Value: 20 credits* **Core Text:** Bambra, C. (2016) *Health Divides, where you live can kill you.* Bristol: Policy Press. Gabe, J. and Monaghan, L. (2013) *Key concepts in medical sociology.* London: Sage. Exworthy, M. (ed) (2016) *Shaping Health Policy.* Bristol: Policy Press. Ham, C. (2019) *Health Policy in Britain.* London: Palgrave MacMillan. Heenan, D. and Birrell, D. (2018) *The Integration of Health and Social care in the UK: Policy and Practice.* London: Palgrave Macmillan. **Recommended Reading:** Hunter, D. (2016) *Health Debate (Policy and Politics in the Twenty-First Century.* Bristol: Policy Press.	*This module aims to provide an analysis of health policy – primarily focusing on recent policy changes in the UK and further to identify the major influences which have shaped these policies. The last two decades have seen considerable changes to existing policies and the development of new policy themes. This module is theoretically informed and lays emphasis on the interplay of powerful structural interests such as the influence of professional medicine, the media (including the social media), the pharmaceutical industry, the food industry, commercial health care companies, the State and the socio-political values associated with the government in power.* **Summative: (100 % of final mark) LO1, 2, & 3** *Produce a **written report** that outlines contemporary debates in health policy in the UK and shows critical understanding of the influence of key partners. Then evaluate research evidence used to shape the policy development.* (2000 words) **LO1:** Outline recent developments and contemporary debates in health and health policy in the UK. **LO2:** Show critical understanding of the influence of the state, professional medicine, the pharmaceutical industry, and patient groups in shaping these policies.

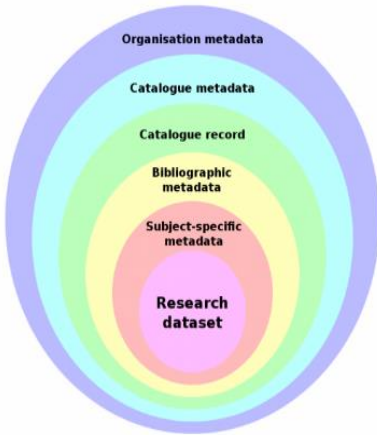|		
	Marmot, M. (2016) *The Health Gap: The Challenge of an Unequal World.* London: Bloomsbury. Warwick-Booth, L., Cross, R. & Lowcock, D. (2021) *Contemporary Health Studies: An Introduction.* Cambridge: Polity Press.	**LO3:** Evaluate research evidence, engaging directly with research materials (both quantitative and qualitative) and official data and statistics.

Semester 2	Code: IHS 304 **Taking Control: Leading, Managing and Caring in IHSCWB** *Credit Value: 20 credits* **Core Text:** Akbar, O. (2019) *Bad School Leadership (and what to do about it).* London: Bloomsbury Publishing Plc. Baird, L., Coughlin, A.M., And Curtis, D. (2021) *Creating a Culture of Reflective Practice: The Role of Pedagogical Leadership in Early Child Programs.* St. Paul, Minnesota: Redleaf Press. Bratton, J. (Ed.) (2020) *Organisational Leadership.* London: Sage Publications Ltd. Laasch, O. (2021) *Principles of Management: Practicing Ethics, Sustainability, Responsibility.* London: Sage Publications Ltd. **Recommended Reading:** Northhouse, P.G. (2017) I*ntroduction to Leadership* (4th Ed.). London: Sage. Publishing Inc. Northouse, P.G. (2018) *Leadership Theory and Practice* (8th Ed.). London: Sage. Publications Ltd Rolfe, A. (2020) *Mentoring Mindset, Skills, and Tools.* (4th Ed.). London: Mentoring Works. Salt, T. (2021) *Towards Outstanding: A Guide to*	*Students will develop their knowledge, leadership, and management skills in preparation for employment. They will explore and critique a range of contemporary leadership and management theories utilised to lead the strategic direction of service improvement initiatives within the Health, Social Care and Well-Being sector. Students will compare theories and concepts underpinning management and leadership in health and social care initiatives in relation to political, social, cultural, and professional perspectives in the workplace, by drawing on real life examples.* ***Summative Assessment: (100%) LO 1, 2 & 3*** *Small group presentation (no more than 4 people).* ***'An exploration of the impact of leadership style and mentoring on the implementation of a specific service improvement in an integrated health, social care, or well-being setting' (15 minutes)*** **LO 1:** Critically analyse leadership approaches aligned with integrated health, social care, and well-being values and those specifically suited to effectively adapting to changes in service provision for adults and children. **LO 2:** Critically explore the importance of mentoring within integrated health, social care and well-being services for children and adults. **LO 3:** Critically evaluate the relationship between a leader's approach to supporting teams within health, social care and well-being services for children and adults, and the delivery of high-quality care.

Excellence in Health and Social Care. Shoreham-by-Sea: Pavilion Publishing and Media Ltd.

Stanley, D. (2019) *Values-Based Leadership in Healthcare.* London: Sage Publications Ltd.

Excellence in Health and Social Care.

| Semester 2 | **Code: IHS 305 Dissertation** *Credit Value: 40 credits* **Core Text:** Booth A., Sutton A. & Papaioannou, D. (2016) *Systematic Approaches to a Successful Literature Review.* London: Sage.

Booth, W.C., Colomb, G.G., & Williams, J.M. (2016) *The Craft of Research, Third Edition, (Chicago Guides to Writing, Editing and Publishing).* Chicago: University of Chicago Press.

Bryman, A. (2016) *Social Research Methods (4th edition.)* Oxford: OUP.

Cresswell, J.W. (2013) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* London: Sage.

Recommended Reading:

Field, A. & Hole, G.J. (2016) *How to Design and Report Experiments.* London: Sage.

Hart, C.S. (2014) *Aspirations, Education and Social Justice: Applying Sen & Bourdieu.* London: Bloomsbury. | *The Dissertation module is one of the most important components of undergraduate study. The Dissertation is a significant piece of work that will enable students to develop critical employability skills such as the ability to:*
　　• *Manage a project.*
　　• *Work independently and in a timely manner.*
　　• *Collate and organise information.*
　　• *Take on board critical feedback.*
　　• *Produce a meaningful research report that provides clear analysis, is well-written and effectively conveys your ideas and arguments.*

Summative Assessment: (100%) LO 1, 2, 3 & 4
A written dissertation of 8,000 words (+/- 10%) covering all the learning outcomes 1-4.
LO1: Plan, undertake and evaluate a negotiated self-managed major project (dissertation) through independent study.
LO2: Demonstrate ability to select and critically appraise literature and evidence-based knowledge on a relevant practice topic; and evaluate the ethical and practical implications of designs of social research.
LO3: Demonstrate skills in analysing, interpreting, explaining, and criticising topics using appropriate concepts, theories, and methods.
LO4: Be competent in writing, conducting research, presenting evidence, and arguing results. |

	McAteer, M. (2013) *Action Research in Education*. London: Sage. McNiff, J. and Whitehead, J. (2016) *You and your action research project 3rd edition.* London: Routledge. Ridley, D. (2012) *The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series) 2nd edition.* Sage: London.	

6. Learning, Teaching and Assessment

6.1. Learning and Teaching

This programme will draw on numerous teaching and learning strategies including lectures, seminars, and practical workshops, e-learning, and guest speakers from industry and work-based/related project learning which are appropriate to the needs of the student. These have been developed to ensure that students experience a wide range of methods which are also applicable to their mode of attendance and the modules being studied. Although the lecture/seminar model has been adopted in some modules, in lectures there has been a move away from didactic exposition to more student-centred learning. Lecturers will employ a range of teaching strategies, such as the use of role play and simulation, which support the development of student practical and communication skills.

Learning checks and question and answer techniques will be employed continually in lectures to assess that learning has taken place. Stretch and challenge activities will give the students opportunities to develop themselves further. Students will also be actively encouraged to undertake activities which promote independent reading, information gathering and self-directed study. For example, preparing for the **Research Methods** module delivered in Semester 1 and the **Dissertation** in Semester 2 will require **independent reading** and **information gathering**. Workshops will be implemented where the subject matter is not best communicated by a lecture, but by informal discussions and practical illustrations or experience.

Seminars are employed to underpin theory delivered in lectures and these will be student-centred with guidance from tutors. Seminars and tutorials involve exploration of the issues covered in lectures as well as giving students the opportunity to discuss various concepts and theories and receive feedback on their written assignments/ group work/presentations. These methods are employed to ensure that students become active and not passive learners. Students will be expected to work individually and in groups to develop the range of skills required to work within the sector. For example, one of the assessment choices for **Developing strategies for Health & Well-Being in the Community** in Semester 1 is to **work collaboratively** with peers to deliver a Well-Being initiative. Thus, reflecting a **'real world' learning** experience and developing a transferable, skill for employment.

In both lectures and seminars theory is specifically related to current industry practice e.g., using case studies and real-world examples from the sector. The students will benefit from our close links with local service providers, including amongst others, domiciliary care, mental health charities and education providers and will be able to identify where well-being and social care fit within the wider health agenda. Frameworks will be presented and discovered through formal lectures, directed reading and peer learning. A range of formative and summative assessment methods will be used throughout and will include practical activities, presentations, essays, and reports. Students will be given the opportunity to review and consolidate their understanding of theories and practice through independent reflection and group and peer assessment.

Across the programme modules, there will be an emphasis on embedding transferable skills to prepare students for the workplace. Guest speakers from industry and visits to different key sectors of the health and social care industry may also be included as a key part of the programme (Covid-19 allowing). The input from industry specialists and practitioners from a wide spectrum of the industry provides students with the knowledge and understanding of current best practice across the whole sector.

Through formative and summative assessments students will develop team working skills, alongside verbal and written communication skills to support their progression to continued study or employment. We strive to ensure inclusivity in our practice to ensure the best experience for the student. To this end one of the five modules has been designed with Dual Route Assessments, two different assessment methods equal in value and weighting so students can just select their preferred assessment method.

As this course represents study at **Level 6**, students will be encouraged to develop as **independent learners**. This will be a feature of the programme as a whole and will be emphasised throughout. Whether classes are delivered on site or online – either synchronously or asynchronously - students will be required to accept responsibility for meeting objectives that have been negotiated and agreed with module tutors.

There will be an emphasis on the students applying the subject knowledge they have gained through the course and in simulated sessions.

Ethics

It is the policy of NCG that all our research must be conducted in accordance with the NCG Research Ethics Policy & NCG Research Ethics Framework, Professional Codes of Practice, and the law. All research is required to gain ethical approval this applies to:

- Staff undertaking research projects
- Students undertaking research projects either for the purpose of completing a dissertation as part of their academic course of study or on an extracurricular basis
- Other individuals conducting research on behalf of the institution or using NCG or OLC College resources or facilities.

All primary research and scholarly activity carried out by students and staff at OLC College is governed by the NCG Research Ethics: Policy & Procedures which uphold the six key principles outlined in the ESRC *Framework for Research Ethics* (2012).

6.2. Assessment

Assessment has two purposes:

a) To provide you with feedback about how your work is progressing – this is called 'formative' assessment.
b) To measure and record your achievement of modules towards the qualification – this is called 'summative' assessment.

Formative takes place during the delivery of a module – it is often informal intended to provide feedback to both tutors and students. This form of assessment is not normally marks, however if a mark is given this is used to help you understand your strengths and weaknesses and does not influence the final module mark.

Formative assessment is important in helping you recognise where you are in the context of understanding the subject.

Summative assessment is marked and contributes to the final grade. This includes forms of assessment such as reports, case studies, poster presentations and dissertation.

Your assessments will be informed by industry to ensure that they reflect industry practice.

We value and promote academic integrity across all levels of our institution and are clear about the consequences if a student is found guilty of academic misconduct or contract cheating. The following identifies information which will help students to promote academic integrity within the institutions HE community.

- Various support, advice, and guidance available to student to develop their academic studies
- Difference between academic misconduct and contract cheating.
- The seriousness of contract cheating and the penalties if found guilty

It is important as a student if you are struggling with your studies that you seek support and guidance from the network of individuals that are available. This can include academic support, learning enhancement coaches, mentors, or members of the higher education support team.

Academic misconduct is where a student passes off the work of someone else, intentionally, or unintentionally, as their own. Contact cheating is where a student engages in a contract with a third party to complete an assignment for the student for a fee.

An academic plagiarism detection tool is used by lecturers and students to address the 'cut, copy and paste' culture and reduces plagiarism with an originality report which is available to both students and lecturers. You will be provided with support and guidance in relation to how to avoid academic plagiarism (academic misconduct) as part of the introduction to your studies.

6.3. Feedback and Marks

As part of the marking process your assessments will be marked by a module tutor and the assessment will then be internally moderated by a second member of the programme team. All marks are provisional until confirmed by the Module Examination Committee and Board of Examiners.

Feedback is normally in the form of individual feedback sheets, electronically via Turnitin and the format of feedback will be explained by your module tutor. Feedback is normally provided within 20 working days of the submission date. Feel free to approach your tutor if you like to discuss or clarify your feedback.

6.4. Assessment Regulations

The programme adopts NCG Higher Education Academic Regulations which can be accessed from the college website by following the link:
https://www.ncgrp.co.uk/guide-to-information/our-policies-and-procedures/he-regulatory-document/

Detailed information relating to late submissions, mitigating circumstances and academic misconduct can be found in the HE Student Handbook on Moodle.

7. How And When Will You Be Assessed?

The academic plan provides you with important dates relating to your assessments. It describes the formative and summative assessment hand in deadlines for each module on your programme and when the reassessment deadlines are (should reassessment be required).

7.1. Full-time

Module Name	Formative Assessment Type and Week of Completion	Feedback	Summative Assessment Type and Week of Submission	Feedback
Theory & Practice of Research	Formative class-based tasks provided. Group tasks	Immediate and at end of session	**Research Proposal (100%)** Semester 1 wk. 10	20 working days from deadline
Developing strategies for Health & Well-being in the Community	Formative tasks provided. Group tasks and class-based activities. 500-word reflective account of groupwork process/ experience	Immediate tutor feedback and peer feedback at end of session	**Option A = Written report (100%)** **Option B = Practical session (100%)** Semester 1 wk.12	20 working days from deadline
Health Policy, Politics and Power	Formative tasks provided. Group tasks and activities.	Immediate and at end of session	**Written Report (100%)** Semester 1 wk.14	20 working days from deadline
Taking Control: Leading, Managing and Caring in IHSCWB	Formative tasks provided. Group tasks and activities.	Immediate tutor feedback and peer feedback at end of session	**Presentation (100%)** Semester 2 wk.13	20 working days from deadline
Dissertation	Formative tasks provided. Group tasks and activities.	Immediate and at end of session	**Research project (100%)** Semester 2 wk.11	20 working days from deadline

7.2. Assessment Submission Arrangements

All assessments must be submitted by the deadline, or you will incur penalties (see NCG Higher Education Academic Regulations). The submission arrangements for this programme are as follows:

Type of Summative Assessment?	Where to hand in?	What else do I need to hand in with my assignment?	Will I get a receipt?
Written report	Submitted via Turnitin	Front sheet with signed statement of authenticity (attached to the online version)	Yes
Presentation	Submitted via Turnitin	Front sheet with signed statement of authenticity (attached to the online version)	Yes
Poster	Submitted via Turnitin	Front sheet with signed statement of authenticity (attached to the online version)	Yes
Practitioners Guide	Submitted via Turnitin	Front sheet with signed statement of authenticity (attached to the online version)	Yes
Care Plan	Submitted via Turnitin	Front sheet with signed statement of authenticity (attached to the online version)	Yes

NB Please keep all submission receipts as you will need these as proof that you submitted your assessment in time.

8. External Examiner

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is an experienced lecturer from another college or university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g., assignments, exam answers, and dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The External Examiners' reports are made available to students via the OLC Europe Moodle page.

Your programme leader will be able to provide you with information about the main external examiner for your programme. Sometimes, your modules may have a different external examiner and your module leader can also provide you with these details.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your programme, then please speak to your programme leader.

9. E-learning Resources

Your tutors will be actively use OLC Moodle Virtual Learning Environment (VLE) to support all teaching and learning, as e-delivery, e-support, e-resources are considered vital within the overall teaching and learning strategy. Examples of this include, uploading of lecture notes, presentations, on-line forums, links to e-journals, articles, online videos, and eBooks. You are actively encouraged to utilise these resources and use chat function and forums for peer interaction which stimulates group activity. Your tutor will also use student forums to provide formative feedback.

10. Recommended Reading

The library plays a crucial role in supporting students both on induction and throughout the programme. At the start of each module, you will be provided within a module guide that will give you a list of the recommended reading and learning materials to support the assessment of your module. The reading lists will be available in the college library and/or electronically and during the induction, students will be able to explore the range of books in the library.

Tutors will engage the learners in suitable activities to help them understand how to access journals, books, and other resources. The Learning Enhancement Coaches will also be introduced to explain the study skills programme they provide and to teach the students Harvard referencing and critical writing. The Turnitin process is explained at induction and is demonstrated by the staff team.

11. How to Succeed in your Studies

The key to succeeding in your studies lies in the ability to organise yourself within your work and personal life. You need to develop a detailed awareness of deadlines and be able to plan your work towards these whilst maintaining a suitable work-life balance. To achieve your potential, it is vital you attend all sessions, take up as many extra-curricular opportunities as possible and complete all work by the given deadlines.

Typically, students who achieve good results in their studies:

- **show determination,** they persistently overcome obstacles and stay focused to achieve their goal.
- **engage** with their course materials, with the learning opportunities, with other students and with the staff.
- **exercise self-control**, they focus their activities on what supports their goal.
- are **committed** to growth and are open to new experiences, new learning, and academic adventures.

11.1 Student as Producer

In taking ownership of their own studies, students will have the opportunity to develop their own research areas that contribute to the wider learning of the subject area. The college will facilitate and support students who are enthusiastic about doing this.

There is the opportunity to become a student representative – to be the voice of your peers and raise issues of concern or celebration within the faculty. You may join in an existing research project or create your own project and research team. Plans have resulted in a yearly student-led (internet and hard copy) journal (Seven Bridges) sponsored by the college and features in a yearly Student Conference. This journal features findings in articles from students' dissertation research and work-related learning activities and can involve faculty staff in advising and supporting student papers. You are encouraged to present your research projects for publication along with any other exceptional pieces of academic work that you may have produced during your time on the programme. You also could apply for a HE Student Fellowship Programme, more information will be provided as part of your induction process. In addition to the above, you will be actively encouraged to conduct voluntary work within the local community. It is expected that students will be able to get involved with community initiatives through placement opportunities.

11.2 Independent study and Autonomous Learning

Taking ownership of your study means being proactive in your learning, the more widely you read, you will gain a better the understanding of the rapidly changing landscape of the health and social care sector. This will enhance your learning experience and prepare you to make links within your work placement. Autonomous learning also called student–centred learning or independent learning and relates to the change in focus in the classroom from the teacher to the student. Each individual student constructs their own understanding based on their prior knowledge and current learning experiences, which is why independent learning is so important, so that you can bring an informed opinion to classroom debate.

11.3 Your Student Support

At OLC College and NCG, we aim to provide every student with an outstanding experience. Our teams offer a range of services that help students reach their full potential and achieve their qualifications by offering essential support such as:

- Transition and access
- Specialist learning materials
- Dyslexia and exam access arrangements
- Academic, employability and wellbeing support.

The following guide will cover the various types of support available to you and how you can access this:

https://learnliveuk.com/wp-content/uploads/2021/10/3862_CSS-Support-Booklet_HE-08_DIGITAL-002.pdf

We hope that you enjoy your studies – good luck!