

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	FdSc Leader in Adult Care
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Social Work
Award Title (including separate Pathway Award Titles where offered):	FdSc Leader in Adult Care
Pathways (if applicable)	N/A
FHEQ level of final award:	Level 5
Other award titles available (exit qualifications):	Certificate of Higher Education
Accreditation details:	None
Length of programme:	2 years
Mode(s) of Study:	Full time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	
Other external reference points (e.g. Apprenticeship Standard):	IfATE Occupational Standards for Leader in Adult Care ST0008 (Date updated: 04/01/2023)
Course Code(s):	FSADCLFT
UCAS Code(s):	
Approval date:	25 January 2024
Date of last update:	25 January 2024

2. Programme Summary

This two-year Foundation Degree Leader in Adult Social Care is designed to develop leaders in adult care who will be able to guide and inspire teams within the Adult Care Sector to make a positive difference in the lives of vulnerable adults in need of care and support.

As a Leader in Adult Care, you will guide and inspire teams to make positive differences to someone's life when they are faced with physical, practical, social, emotional, psychological, or intellectual challenges. You will be a leader of the care team and will develop and implement a values-based culture at a service or unit level. You may be responsible for business development, financial control, organisational resilience, and continuity as well as for managing risk and leading on organisational change.

The programme aims to develop adult care leaders competent in providing services that ensure regulatory compliance based on the core values identified within the occupational standards. A Leader in Adult Care has responsibility for managing community or residential based services. This role has a large element of leadership, whether with other care workers and networks or in leading the service itself. You will have a responsibility to ensure the service is safe, effective, caring, responsive to people's needs and well-led. You may be a registered manager of a service, unit, deputy, or assistant manager. You will be responsible for ensuring regulatory compliance of the care given and the values and training of staff with established standards and regulations.

As Leaders in Adult Care, you may work in residential or nursing homes, domiciliary care, community day centres, a person's own home or some clinical healthcare settings. The programme also aims to cover the role of Leader in Adult Care for Personal Assistants who operate in a management role that may only work directly for one individual who needs support and/or care services.

The programme is underpinned by values of Care, Compassion, Courage, Communication, Competence and Commitment which will support you to lead teams in delivering high quality care for adults in need of care and support. High level skills knowledge and behaviours are developed such as emotional intelligence, strong behavioural interpretation skills, with the ability to problem solve, analysing and resolving evolving events rapidly to enable you to be work ready.

On completion of the programme, you will have met the knowledge, skills and behaviours which will equip you to be effective leaders managing community and/or residential services and ensuring delivery of services that are safe, effective, caring, and responsive to service user needs.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Prepare leaders in adult care who will lead and guide teams in making a positive difference in the lives of people in their care especially when faced with physical practical, social, emotional, psychological, and intellectual challenges.
2. Produce leaders in adult care who ensure safe, effective, and caring services to people in need of care and support.
3. Create leaders in adult care committed to developing competence in their staff teams in providing competent and compassionate care to people in need of care and support.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Identify the relevant legislation and policy to ensure provision of safe, anti-discriminatory, anti-oppressive and competent care. (K1)
K2	Explain the theories for assessment of need and risk and the social care process. (K2)

K3	Demonstrate an understanding of theories on leadership, management, and change. (K3)
K4	Describe the principles of professional development and systems and processes that ensure professional development. (K4)
K5	Articulate knowledge of communication methods and theories of communication. (K5)

Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
C1	Assess risk and when required challenge professionals in a respectful way. (S3)
C2	Critically manage resources whilst delivering complex care efficiently and effectively. (L1)
C3	Articulate a high level of self-awareness and impact of their own behaviour on the team they lead. (L1)

Application and Practice (P)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
P1	Implement theories of assessment of risk and assessment of need in a competent and compassionate manner. (C1)
P2	Apply legislation and policy effectively in safeguarding vulnerable adults in a way that enhances well-being and quality of life. (C2)
P3	Employ research and evidence-based practice within their work environment. (C3)
P4	Lead the implementation of systems and policies designed to manage health, safety, and risk to individuals in need of care and support. (L2)

Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
T1	Communicate with team members and service users effectively to develop good professional working relationships. (S1)
T2	Demonstrate commitment to improving the experience of people in need of care and support. (S2)
T3	Lead delivery of adult care in a compassionate manner. (S4)
T4	Create a work culture that values initiative and innovation. (L3)
T5	Adopt a team approach and be a leader who recognises and values team members. (L4)

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the

development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through equipping learners to develop a good understanding of theoretical perspectives and legislation and policy relevant to becoming a Leader in Adult Care (K 1 to 5) and demonstrate and ability to apply these effectively within their workplace. The programme also provides opportunities to develop and enhance problem solving and decision-making skills employing research and evidence-based practice (P 1-4) and engage in critical reflection and analysis when assessing risk and dealing with complex situation in care delivery (C 1-5). The academic learning supported by authentic assessments on the course provides opportunities for learners to develop skills that enhance confidence and make them ready for employment. (T 1-5)

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Learners will normally have achieved 56-80 UCAS; however, every application will be assessed on its individual merits.
- An interview with an academic member of staff

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Level	Modules (Code, Title, and Credits)	Exit Awards
Level 4	<p>Core modules: HSC4016 Effective Communication in Social Care (20 credits) HSC4017 Legal Context of Social Care (20 credits) HSC4018 Policy Context of Social Care (20 credits) HSC4019 Theories and Models in Adult Social Care (20 credits) HSC4020 Understanding Culture and Communities (20 credits)</p> <p>Opportunity modules: You must choose 2 x 10 credit Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/opmodules</p>	<p>Certificate of Higher Education, awarded on achievement of 120 credits at Level 4</p>
Level 5	<p>Core modules: HSC5015 Collaborative Practice (20 credits) HSC5016 Contemporary Issues in Management and Change (20 credits) HSC5017 Developing Personal and Professional Practice (20 credits) HSC5018 Leadership and management in Adult Social Care (20 credits) HSC5019 Safeguarding Vulnerable Adults and Children (20 credits)</p> <p>Opportunity modules: In addition, you must choose 2 x 10 credit Opportunity modules from the Opportunity module catalogue www.bnu.ac.uk/opmodules</p>	<p>N/A</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The programme uses a range of teaching and learning methods to promote the acquisition of knowledge, understanding and skills including:

- Lectures
- Group work/ discussions
- Debates
- Seminars
- Role play
- Presentations
- Work related reflective practice
- Guest speakers
- Self-directed study

The teaching and learning strategy for this programme acknowledges individual differences and your previous learning experiences. Individual module tutorials facilitate learner learning by addressing specific knowledge, understanding and skills you need on an individual basis and remains an integral aspect of the relationship between staff and learner in respect to independent academic supervision.

The dissemination of knowledge via lectures is not delivered in isolation to other methods of delivery. However, it does form a necessarily structured approach to imparting knowledge especially in specific modules such as Legislation and social policy. Lectures will present relevant subject information in a structured manner to outline key themes, issues and debates and thus provide you with the underpinning knowledge from which to develop practice and conduct further self-directed learning.

Seminars will be used to facilitate smaller group-based discussion, building on the knowledge gained from the lectures. This enables you to analyse theoretical and topical issues in a detailed and in-depth manner. Seminars comprise a range of activities including group discussions, presentations, and class debates. Seminars also start the process of ensuring you begin to learn independently whilst fostering your communication and group working skills whilst giving them the opportunity to learn from the work of others.

You are encouraged to undertake independent reading and research, using both printed and electronic material to complement, widen, deepen, and consolidate their knowledge and understanding.

The programme affords you considerable scope to achieve knowledge, behaviours, and skills in terms of the explicit requirements of the module outcomes at Level 4 & Level 5. The modules have been developed in a way that on the programme you will be given the opportunity to gradually develop your understanding of skills that are required for a leader in adult care. This will be assisted by tutorials and interactional lectures where you will be expected to develop and extend upon lecture themes in class and share and consolidate their knowledge and learning. The use of VLE will be an integral part of the learning and you will be encouraged to utilise this method of teaching and learning.

Technology is a fundamental key theme interwoven into the programme for you to become digitally enabled and work ready for rapid change as we are on the cusp of the 4th Industrial Revolution. Discussions will be around technology in the workplace and what future technology may be available not only in the next 2-3 years but in the next 10-15 years. There

is a strong focus on becoming digitally enabled in the workplace as most job roles have a digital component.

Work based Learning:

It is expected that learners will be in employment and will be able to use theoretical perspectives learnt in sessions in their practice situation. For learners who are not currently in employment, the university will strive to provide opportunities in the workplace but where this is not possible simulated work-based scenarios will be used to enable consolidating learning in practice.

Assessment

The following assessment activities are used on this programme:

Level 4

- 2 modules have presentations as the assessment strategy
- 2 modules have academic essays
- 1 module has a case study-based essay

Level 5

- 2 modules have academic Essays
- 2 modules have Presentations
- 1 module has a Portfolio of evidence

The assessment strategies employed for modules in the programme ensure a range of assessment tasks that reflect tasks that would be required for you to undertake in your role as a Leader in Adult Care. For example, presenting at team meetings and multi-professional meetings, academic essays that enable critical thinking, reflective practice, and an ability to analyse information, all of which are key skills as a leader. Case-study based essays enable you to develop confidence in applying theoretical learning to practice situations. The assessment strategy is therefore authentic as they mirror what you will be expected to do in your role as leader in Adult Care. The assessment strategy is sufficiently diverse, so it is inclusive - considering various learning styles.

Assessments at Level 4 will be focused on ensuring you have the underlying knowledge and skills in preparation for Level 5. Throughout your course you will receive formative feedback that will clearly indicate the strengths and areas to further develop as you progress within your chosen profession and submit work

Contact Hours

You can expect to receive approximately 12 hours of scheduled learning activities per week. These may include lectures, seminars, workshops, practical sessions, or placement hours. A full breakdown of contact hours can be found in individual module descriptors.

7. Programme Regulations

This programme will be subject to the University's *Regulations for Taught Programmes (June 2023)*.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals, and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet, or mobile device
- Access to the MyBNU portal where you can access all University systems, information, and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability, and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The IfATE Occupational Standards Leader in Adult Care ST0008 – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy, Thrive 2028

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)			Application and Practice (P)				Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
Level 4																		
HSC4016 Effective Communication in Social Care				X	X									X				X
HSC4017 - Legal Context of Social Care	X									X								
HSC4018 Policy Context of Social Care	X									X			X					
HSC4019 Theories and Models in Adult Social Care		X	X	X					X				X					
HSC4020 Understanding Culture and Communities		X		X										X	X			X
Level 5																		
HSC5015 Collaborative Practice	X	X		X		X	X		X	X				X	X		X	X
HSC5016 Contemporary issues in Management and Change			X			X	X	X			X	X		X		X	X	X
HSC5017 Developing Personal and Professional Practice			X	X				X						X		X	X	X

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)			Application and Practice (P)				Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4	T5
HSC5018 Leadership and management in Adult Social Care			X		X	X	X	X			X	X	X	X	X	X	X
HSC5019 Safeguarding Vulnerable Adults and Children	X	X				X			X	X	X	X		X			