

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Health and Social Care Practice
Qualification	FdA
FHEQ Level	5
Intermediate Qualification(s)	n/a
Awarding Institution	University of Bedfordshire
Location of Delivery	London Churchill College AG Tresham College FI
Mode(s) of Study and Duration	Full-time over 2 Years AG Part-time over 3 years FI
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	University of Bedfordshire employability endorsed
UCAS Course Code	
External Benchmarking	<p>Descriptor for a HE qualification at level 5 on the FHEQ: foundation degree http://www.gaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf [October 2014 p.23]</p> <p>Characteristics Statement - Foundation Degree (UK Quality Code for Higher Education - Part A: Setting and maintaining academic standards) [QAA, Sep. 2015] http://www.gaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf</p> <p>QAA Subject Benchmark Social Policy (QAA, 2016) Subject Benchmark Statement (Health and Social Care is an included field). Given this is a bachelor's degree with honours graduate expected achievement, not all elements can be demonstrated by foundation degree students: http://www.gaa.ac.uk/en/Publications/Documents/SBS-Social-Policy-16.pdf</p>
Entry Month(s)	October

Why study this course

The course has been designed to give you a thorough grounding in key aspects of health and social care practice with 'real' practice issues having informed the curriculum design and the teaching, learning and assessment approaches. The course has a strong vocational orientation with real world practice integrated with academic theory. Application of current knowledge to practice is central. During the course you will be building upon any work experience you already have to improve your employability and career prospects.

Educational Aims

The course aims to enable you to develop the necessary skills for, and knowledge, practice and understanding of, working in health and social care thus supporting your employability and enhancing your future career aspirations and opportunities. In particular, the course aims to:

- Provide you with a critical overview of well-established and emerging theories, principles, concepts, debates in health and social care and the wider social, policy, legal and organisational environment within which they are situated both within the UK and internationally
- Create opportunities for you to consider the application of underlying theories, principles and concepts to real-world contexts that relate to the areas in which you have experience of working, or wish to work in the future, and to be creative and innovative in practice informed by relevant theory and learning
- Enable you to reach your personal potential by enhancing your knowledge, key transferable skills and strong academic skills which permit analytical enquiry including the ability to identify and locate appropriate resources for work based investigations and to solve problems by the application of appropriate tools, techniques, and enquiry
- Equip you with the knowledge, skills, self-awareness and confidence to continue as a reflective and effective learner within your workplace and/or in a Higher Education setting learning and working effectively independently and/or as part of a team

Course Structure

The units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
Level 4				
xxxxxx-4	4	30	Introduction to Academic Study and Work-based learning in Health and Social Care	Core
xxxxxx-4	4	30	Understanding the Human Services	Core
xxxxxx-4	4	15	Introducing Health and Social Care	Core
xxxxxx-4	4	30	Health and Social Care Practice Skills	Core
xxxxxx-4	4	15	The Law and Contemporary Social Issues	Core
Level 5				
xxxxxx-5	5	30	Evidence-based Health and Social Care Practice	Core
xxxxxx-5	5	15	Multi-agency Working in Practice	Core
xxxxxx-5	5	15	Mental Health and Society	Core
xxxxxx-5	5	30	Managing Work-based Projects in Health and Social Care	Core
xxxxxx-5	5	30	Comparing Health and Welfare Systems Globally	Core

Course-Specific Regulations

None.

Entry requirements

UK students: standard entry requirements - <http://www.beds.ac.uk/howtoapply/ukugentryregs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

Appropriate Partner College - specific Level 3 awards are welcomed.

Not an entry requirement but students will be expected to undertake work-based learning as required by individual units, which can include paid employment, voluntary work, placement and/or internship.

Additional Course Costs

Students must fund their own employment/volunteer work where travel and subsistence is concerned. Students must fund their own travel to the University of Bedfordshire if they opt to visit the University Library.

In some units there will be arranged visits to employers/organisations (estimated maximum cost for the course is £120).

For certain jobs and/or voluntary work a disclosure barring service check will be necessary (see costs at: <https://www.gov.uk/disclosure-barring-service-check/overview>).

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- apply confidently current subject-specific knowledge when engaged in work projects and day-to-day operational activity to ensure effective practice within the area of health and social care, including: being responsive to the varied needs of service user groups and individuals in the UK; being aware of the wider global health and social care contexts; and being able to demonstrate a commitment to equal opportunities and anti-discriminatory practice
- search for, analyse and evaluate relevant information in the core areas of health and social care using a variety of media sources; to communicate ideas, arguments and solutions clearly; to both work independently and demonstrate interpersonal and team working skills when working with colleagues and partners in the core areas of health and social care
- understand the process and application of self-reflection and personal development, so that they are able to continuously apply new learning and to proactively seek opportunities to demonstrate initiative and resourcefulness when problem solving and servicing a range of stakeholders within health and social care settings

Course Learning Outcomes

At the end of the course, a graduate of typical standard will be able to:

1. demonstrate a familiarity with the key concepts, theories, issues and relationships in health and social care and an ability to locate these within historical, contemporary, legal, policy and organisational contexts both in the UK and globally.
2. analyse and apply vocationally relevant health and social care knowledge and skills in familiar and new contexts by drawing, as appropriate, from academic and professional practices thus routinely being able to relate practice to theory and vice versa.
3. demonstrate proactivity underpinned by a systematic approach when researching, proposing, negotiating and conducting work-based projects related to the needs of, and challenges faced by individuals, groups and communities in health and social care, and then to evaluate resultant practical and theoretical solutions.
4. possess the ability to demonstrate evidence-based, ethical and anti-discriminatory practice required within learning and operational contexts in health and social care settings.
5. communicate clearly and demonstrate flexibility, interpersonal and team working skills when working within multicultural environments and across organisational boundaries in multidisciplinary health and social care settings.
6. appreciate the need to reflect upon and self-appraise practice as an integral part of learning, continuing professional development and professional progress within the field of health and social care.

PSRB details

n/a

Learning and Teaching

Being in employment (or voluntary work) is integral to this course allowing you to relate theory to practice; students attending the course come from a diverse range of employment and have a wealth of experience to share. You will be supported and encouraged to develop your understanding and skills and to use critical reflection for personal, professional development and career planning by your tutors and by your peers in 1:1 and small group tutorials.

Classroom-based study includes: lectures, workshops and seminars where small groups are often tasked to tackle work-based problems based around the application of theory to practice with active learning encouraged. Case studies, projects, live work scenarios are informed by the workplace. The course will also include opportunities to interact with employers through guest lectures and to visit health and social care workplaces where you come in touch with a range of industry professionals first hand.

Guided learning via the Virtual Learning Environment includes directed reading and research, podcasts and interactive activities e.g. quizzes and discussion boards. As the course progresses, you will be encouraged to develop your independent and autonomous learning skills, taking ownership of your learning whilst at the same time developing an understanding of the professional contexts in which you practice.

Assessment

The assessments are closely aligned to the course learning outcomes and graduate impact statements with a range of assessment methods, for example, action plans, reports, case studies, posters, portfolios, self-reviews, oral presentations, and closed book examinations.

Assessments will also develop key skills needed for working in health and social care settings, such as the ability to communicate clearly, self-appraise practice and be a team player. Most units include elements of individual and group activity to reflect the type of work undertaken in an organisation though if group work is used as part of the unit's assessment strategy, it is primarily individually assessed often with a requirement for reflection on the process and learning from collaborative work. You will also be assessed in your ability to become an independent learner, to reflect and to self-appraise your skills development and evaluate your learning and its relevance to professional and vocational practice using evidence from your course work and workplace.

You will be required to ensure that the work you submit for assessment is your own. All coursework submitted is subject to university procedures for the detection of plagiarism.

You will be given feedback from your tutors and on occasions, from peers, indicating your strengths and areas for improvement aimed at supporting your learning and progress towards future assessments. There will be often input from employers and/or work place mentors during the assessment process dependent upon specific arrangements made in any unit.

Assessment Map (Full time)

Unit Code	Weeks																													
	C	5	6	7	8	9	10	11	12	13	14	15	16-17	18	19	20	21	22	23	24	25	26	27	28	29	30				
LEVEL 4																														
Intro to Acad Study and WBL in Health & Social Care	C	CW - blog		F	CW - blog		F	CW - blog	F	CW - Port			F/M			WR - Bus			F/M						WR - Post					
Understanding the Human Services	C			CW-Ess			F/M					PJ-Art																		
Introducing Health and Social Care	C						CW-RW			F/M	CW-Ess or WR-I																			
Health and Social Care Practice Skills	C																				CW-RW			F/M		CW-CS				
The Law and Contemporary Social Issues	C																		PR-Oral			F/M			CW-CS					
LEVEL 5																														
Evidence-based Health & Social Care Practice	C				PR-Oral				F/M		WR-WB																			
Multi-agency Working in Practice	C									PR-Oral		CW - RW																		
Mental Health and Society	C							WR-I			F/M																			
Managing WB Projects in Health & SC	C														PR-Oral		F/M							WR-WB		PR-viva				
Comparing Health & Welfare Systems Globally	C																			CW-CS			F/M		Ex-OT					

Table explanation – for both tables: All units are core (C). The numbered weeks indicate the week in which the assessment is due. The week in which feedback on assessed work is given is indicated by F and M is used to note the week when marks are available. Assessment types used in the course and codes are: CW-Blog (Blog); CW-CS (Case study); CW-Ess (Essay); CW-Port (Portfolio); CW-RW(Reflective writing); Ex-OT (exam other – seen exam); PJ-Art (Project artefact); PJ-Proj (Project report); PR-Oral (Oral presentation); PR-viva (Viva – a professional discussion); WR-Bus (Business report); WR-Post (Poster); WR-I (Individual report); WR-WB (Work-based report).

Assessment Map (Part time)

Unit Code	Weeks		6	7	8	9	10	11	12	13	14	15	16-17	18	19	20	21	22	23	24	25	26	27	28	29	30
LEVEL 4 (Year One)	C	5																								
Intro to Acad Study and WBL in Health & Social Care	C	CW - blog		F	CW - blog		F	CW - blog	F	CW - Port			F/M			WR - Bus			F/M					WR - Post		
Introducing Health and Social Care	C						PR- Oral/ CW- RW			F/M	CW- Ess or WR-I															
Health and Social Care Practice Skills	C																			CW- RW				F/M		CW -CS
LEVELS 4 and 5 (Year Two)																										
Understanding the Human Services	C			CW - Ess			F/M					PJ- Art														
The Law and Contemporary Social Issues	C				PR- Oral			F/M			CW -CS															
Evidence-based Health and Social Care Practice	C																			PR- Oral			F/M		WR - WB	
Mental Health and Society	C																					WR-I			F/M	
LEVEL 5 (Year Three)																										
Managing WB Projects in Health and SC	C														PR- Oral		F/M							WR -WB		PR- Oral
Multi-agency Working in Practice	C									PR- Oral		CW- RW														
Comparing Health & Welfare Systems Globally	C																			CW -CS		F/M			Ex- OT	

Developing your employability

A close relationship between practice, theory and vocational considerations is present throughout the course with an emphasis on applying theory to practice through work-based learning. One of the critical skills sought by employers is the ability to work effectively as part of a team and to achieve objectives through partnership working, something you will experience in most units. Employability is core to the course and will be developed, for example, by involving you in the application of concepts and theories in practice-based scenarios/experiences. Invaluable inputs will be provided by employers with guest lectures and visits to organisations.

Many of the opportunities to be found in the School of Applied Social Studies employability maps (<http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/getting-ready-for-work/employable/health-and-social-sciences>) are also available to students studying at a college. The Employability Maps for 'Applied Social Studies' show the activities and opportunities available to aid students in building the skills required for the career paths they are seeking in four domains:

- Personal and Professional Development e.g. guided time management and reflection (*curricular*); opportunities to organize conferences of personal and professional interest (*co-curricular*); community volunteering (*Extra-curricular*)
- Professional Recognition and Endorsement e.g. external guest lecturers (*curricular*); Co-student mentorship in local organisations (*co-curricular*); HEAR (*Extra-curricular*)
- Portfolio Experience; e.g. assignments based on real life issues (*curricular*); employer collaboration for work opportunities (*co-curricular*); sports teams and activities (*Extra-curricular*)
- Practitioner and Transferable Skills e.g. group work and problem solving skills developed (*curricular*); course representatives (*co-curricular*); careers support for 1 year after graduation (*Extra-curricular*)

After Graduation

Career:

The Foundation degree prepares you for a variety of roles within the wider Health and Social Care sectors including the not-for-profit (voluntary), private sector and public sectors. Typical graduate destination for Health and Social Care Practice students include:

- Direct work with service users in areas such as: children and families; drug and alcohol misuse; mental health; services for older and disabled people, young people
- Work in other areas of the human services such as: health promotion/public health; welfare; community development

If you are already in employment you will be encouraged to engage with career development and progression opportunities with your employer. If you are undertaking voluntary work, you will be encouraged and supported to grow your work experience with a view to seeking employment opportunities in the future.

In terms of further study, an opportunity exists for a final year top-up to the University of Bedfordshire's BA (Hons) Health and Social Care Practice or BA (Hons) Health and Social Care awards.

Additional Information

This Foundation degree requires students to be in paid employment or undertaking voluntary work for the duration of the course in a relevant health and social care setting. The setting can be of your choice and would usually coincide with your career goals. Opportunities will also be available to undertake further training, develop existing skills, and acquire new competences that will enable you to enhance your employability and for example, assume further responsibility within an organisation.

Student Support during the course

The course team places strong emphasis on student support in order that all students are given the opportunity to achieve their maximum academic potential and gain the most from their experience.

Academic support is provided by the unit tutors directly in the first instance should you have any issues relating to the study in an individual unit. Usually most issues are resolved at this level. In the event that your unit tutor is unable to satisfactorily resolve any issues, it will be brought to the attention of the course leader for appropriate action. You will also have access to an elected Student Representative for your course, who will represent students on the course at the local Course Committee and the Portfolio Executive Committee.

You will have access to the full range of student services and support offered by your College and also have access to many of the University's student services. Please refer to your course handbook for the full extent of student support provided at your College and by the University. On study visits (group or individual) to the Bedford or Luton Campus, you can participate in Study Hub workshops and drop-ins.

New and continuing students meet staff during induction week both at the College and the University and are presented with a range of written material and advice as well as having an opportunity to discuss any particular learning needs and academic support. The induction programme is tailored to run with your College's programme and is intended to provide a range of activities that kick-start the academic programme and foster a sense of membership of both the college and the University and the award programme. Short talks will also be given during induction by various services available to you in the university. Thereafter all members of the teaching team are contactable, normally via email.

All students will be allocated a personal tutor at the start of the course who normally meets you once a week for group and/or one-to-one tutorials and provides academic support and monitoring of academic and professional development. Together you will discuss progress and how best to organise your learning and time to help you succeed on your course. Personal tutors can give you course and careers guidance and help resolve concerns you may have. To support you in any workplace activity you will have a workplace mentor who will be supporting you in planning and managing activities and developing your skills.

The Careers and Employability Service helps students to reflect on their unique capabilities, interests and circumstance which can be expanded whilst at university and to prepare you for successful employment or postgraduate study. This service offers one-to-one career coaching on job search, how to complete application forms, interviews techniques, and study and career planning. Also available to help you with your future after graduating is the Job Shop which is a service designed to help you gain valuable skills such as team-working, problem solving, communication, planning and organisation. If you are interested in Community Volunteering, then visit the Careers and Employment Service to help to build your personal confidence and participate in work experience. The School of Applied Social Studies works closely with the Careers and Employment Service. It also hosts a Going Professional Conference every year where employers and graduates are available to discuss your current and future career options. As a student of a Partnership College on the Health and Social Care Practice course, you will be invited to attend this day with other Level 5 students that attend courses in the School of Applied Social Studies on the Luton campus. For more information on the services offered go to: <http://careers.beds.ac.uk/>

Course Equality Impact Assessment

Equality and diversity considerations are important in all aspects of the approach to teaching and learning on the course and each of the impact assessments accord with:

Equalities Challenge Unit (ECU) guidance available at: <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

The following University Equality Impact Assessment has been undertaken for the course and identifies any additional support.

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	The promotion of the course is open and inclusive in terms of language, images and location.
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Some aspects of the curriculum might present difficulties for disabled students. However, as with any employment and volunteer environments the student will have a conversation with the employer to ensure they are not discriminated against and that the environment is accessible.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	No element of the course will have an adverse impact on any group with protected characteristics.
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	Interviews are held largely to discuss with students access to appropriate work opportunities that will enable them to complete the course. The interviews are supportive in nature and involve more than one interviewer.
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	Confirmation can be given that the course learning outcomes and graduate impact statements are framed in a non-discriminatory way.
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	Confirmation can be given that the course handbook makes appropriate reference to the support of disabled students.

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Administrative Information – Faculty completion	
Faculty	Health and Social Sciences
Portfolio	Undergraduate Applied Social Studies
Department/School	Applied Social Studies
Course Coordinator	
Trimester pattern of operation	Full-time <u>October start</u> : Oct (Semester 1), Feb (Semester 2) Part-time <u>October start</u> : Oct (Semester 1), Feb (Semester 2), Oct (Semester 1)
PSRB renewal date (where recognised)	n/a
Version number	1/17
Approved by (c.f. Quality Handbook ch.2)	University approval
Date of approval (dd/mm/yyyy)	22/05/2017
Implementation start-date of this version (plus any identified end-date)	2017/2018
Study model type (e.g. study centre)	

Form completed by:

Name: Date:

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Health and Social Care Practice
Qualification	FdA
Route Code (SITS)	
Faculty	Health and Social Sciences
Department/School/Division	Applied Social Studies
Version Number	1/17

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	Intro to Academic study and Work-based learning in Health and Social Care	Understanding the Human Services	Introducing Health and Social Care	Health and Social Care Practice Skills	The Law and Contemporary Social Issues	Evidence-based Health and Social Care Practice	Multi-Agency Working in Practice	Mental Health and Society	Managing Work-based Projects in Health and Social Care	Comparing Health and Welfare Systems Globally
Level	4	4	4	4	4	5	5	5	5	5
Credits	30	30	15	30	15	30	15	15	30	30
Core or option	C	C	C	C	C	C	C	C	C	C
Course Learning Outcome (number)										
1		LO1/LO2	LO1			LO1		LO1/ LO2	LO1	LO1
2		LO1	LO1/ LO2	LO1				LO1	LO1/ LO2	LO2
3	LO1/ LO2			LO2	LO1/ LO2	LO2		LO2	LO2	LO1/ LO2
4	LO2		LO2	LO2	LO1/ LO2	LO1/ LO2	LO1/ LO2	LO1/ LO2	LO1/ LO2	LO2
5	LO2	LO2	LO1/ LO2	LO1	LO1/ LO2	LO2	LO1/ LO2			
6	LO1/ LO2			LO1/ LO2		LO1		LO1/ LO2		LO2

Course Learning Outcomes

At the end of the course, a graduate of typical standard will be able to:

1. demonstrate a familiarity with the key concepts, theories, issues and relationships in health and social care and an ability to locate these within historical, contemporary, legal, policy and organisational contexts both in the UK and globally.
2. analyse and apply vocationally relevant health and social care knowledge and skills in familiar and new contexts by drawing, as appropriate, from academic and professional practices thus routinely being able to relate practice to theory and vice versa.
3. demonstrate proactivity underpinned by a systematic approach when researching, proposing, negotiating and conducting work-based projects related to the needs of, and challenges faced by individuals, groups and communities in health and social care, and then to evaluate resultant practical and theoretical solutions.
4. possess the ability to demonstrate evidence-based, ethical and anti-discriminatory practice required within learning and operational contexts in health and social care settings.
5. communicate clearly and demonstrate flexibility, interpersonal and team working skills when working within multicultural environments and across organisational boundaries in multidisciplinary health and social care settings.
6. appreciate the need to reflect upon and self-appraise practice as an integral part of learning, continuing professional development and professional progress within the field of health and social care.

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	FdA Health and Social Care Practice
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FHEQ Descriptor for a higher education qualification	<i>Descriptor for a HE qualification at level 5 on the FHEQ: foundation degree (October 2014)</i>	Course Learning Outcome(s)					
		1	2	3	4	5	6
<i>Foundation degrees are awarded to students who have demonstrated:</i>							
<ul style="list-style-type: none"> knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed 		X	X	X		X	
<ul style="list-style-type: none"> ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context 			X				X
<ul style="list-style-type: none"> knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study 		X	X	X	X		X
<ul style="list-style-type: none"> an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge 			X	X			X
<i>Typically, holders of the qualification will be able to:</i>							
<ul style="list-style-type: none"> use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis 		X	X	X	X		
<ul style="list-style-type: none"> effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively 			X	X		X	
<ul style="list-style-type: none"> undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. 			X	X			X
<i>And holders will have:</i>							
<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. 			X		X	X	

Subject Benchmark Statement(s)	<i>Social Policy [QAA 2016] (Health and Social Care is an included field). Given this is aimed at a bachelor's degree with honours graduate expected achievement, not all elements can be demonstrated by foundation degree students:</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i> Through the curriculum, teaching, learning and assessment in general and students being required to meet the Course Learning Outcomes 1-6, in particular:
Knowledge and understanding/subject-specific skills (from 5.3/5.4) demonstrating:		
- general knowledge, understanding and awareness of key aspects, issues, theories, concepts, perspectives, values and principles and methods of Social Policy		CLO1; CLO2; CLO3; CLO4
- sensitivity to the values and interests of others and appreciating the diversity of human needs and how they can be addressed		CLO3; CLO4; CLO5
- knowledge of research methods to provide informed commentary about the reliability of research evidence		CLO3; CLO4; CLO6
Generic intellectual skills 5.5 about demonstrating:		
- problem-solving skills		CLO1; CLO2; CLO3
- data collection and research skills		CLO2; CLO3; CLO4
- evaluative and analytical skills		CLO2; CLO3; CLO4
- creative and independent reasoning		CLO3; CLO5; CLO6
Generic transferable skills 5.6 roughly about demonstrating:		
- communication skills		CLO2; CLO3; CLO4
- self-management of learning		CLO5
- team work skills		CLO3; CLO5
- information and communications technology skills		CLO2; CLO3; CLO5

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA Characteristic Statement Foundation Degree, September 2015 [Characteristics of the foundation degree graduate]	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Foundation degree graduates are able to demonstrate:		Through the curriculum, teaching, learning and assessment in general and specifically, when aiming to meet the following course learning outcomes:
<ul style="list-style-type: none"> • knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge 		CLO1; CLO2; CLO6
<ul style="list-style-type: none"> • knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions 		CLO2; CLO3; CLO4
<ul style="list-style-type: none"> • the ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context 		CLO2; CLO3; CLO6
<ul style="list-style-type: none"> • the ability to apply their knowledge and skills to new situations, including in the workplace 		CLO2; CLO3; CLO4
<ul style="list-style-type: none"> • effective communication skills in a variety of forms and for a range of audiences 		CLO2; CLO3; CLO4; CLO5; CLO6
Foundation degree graduates have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.		CLO3; CLO4; CLO5; CLO6
They are able to undertake further training, develop existing skills and acquire new competencies		CLO2; CLO6
Professional body or other external reference points	n/a	Evidence <i>How the course takes account of Professional body or other external reference points</i>