



University of the
West of England



Prequalifying Programmes

Foundation Science Degree Health Care Practice

PROGRAMME SPECIFICATION

University of the West of England



PROGRAMME SPECIFICATION

Section 1: Basic Data	Version 5
Awarding institution/body	University of the West of England
Teaching institution	Gloucestershire College and the University of the West of England
Delivery Location(s)	Gloucestershire College University of the West of England
Faculty responsible for programme	Health and Life Sciences
Modular Scheme title	Pre-qualifying programmes
Professional Statutory or Regulatory Body Links (type and dates)	Nursing & Midwifery Council
Highest award title	Foundation Science Degree Health Care Practice
Default award title	
Interim award titles	Certificate in Higher Education Health Care Practice
UWE progression route	BSc (Hons) Adult Nursing BSc (Hons) Mental Health BSc (Hons) Professional Studies
Mode(s) of delivery	Full time and Part time
Codes	
UCAS code	JACS code
ISIS code	HESA code
Relevant QAA subject benchmark statements	Foundation Degree 2004 Health Studies (2008b)
On-going	
Valid from (insert date if appropriate)	01 April 2012

Original Validation Date:

Latest Committee Approval...

Date:...

Version Code 1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The Foundation Science Degree Health Care Practice is a programme that delivers the specialist knowledge and skills required in practice while being underpinned by broad based academic learning.

This programme will allow individuals to develop their knowledge and understanding of Health Care Practice. On successful completion, students may be eligible to progress onto an undergraduate pre registration programme. This programme will be specific to the pathway undertaken and progression will be at the midpoint stage of the second year of a three year full time programme. Alternatively, the student could progress to the BSc (Hons) Professional Studies for those looking for an alternative career. The Foundation Degree will also have the underpinning knowledge required for application and development to Assistant Practitioner / Lead Health Care Assistant status.

Programme Aims

1. Appreciate the broader context of Health Care
2. Be self aware, self directed and sensitive to the needs of others
3. Evaluate knowledge which arises from practice
4. Evaluate knowledge and practice in relation to theory
5. Develop key skills
6. Develop effective and appropriate relationships with service users, colleagues and other agencies
7. Function effectively with the interprofessional team
8. Be effective in self management approaches
9. Develop and promote a value base in practice that respects diversity
10. Understand and implement research based practice

Rationale underpinning programme development

This development of the Foundation Science Degree Health Care Practice, contributes to the philosophy of inclusion and widening participation of UWE. The Foundation Degree will enable access to Higher Education for students who wish to pursue higher education studies in their local area.

Through the widening participation agenda, Foundation Degrees are able to provide a transition route for students to study vocationally oriented programmes that develop both academic skills and specific vocational skills for a chosen area of work. In addition, they provide a clearly identified route of progression into a relevant degree programme. In this case students successfully completing the Foundation Science Degree will be eligible to progress to an associated undergraduate BSc (Hons) award which may lead to professional registration. Alternatively students wishing to continue with a theoretical route can progress onto the BSc (Hons) Professional Studies degree programme.

Specifically the Foundation Science Degree Health Care Practice will seek to:

- Serve the development needs of the local community, employers and employed health and social care professionals by providing an accessible programme
- Provide a new progression route for students within Gloucestershire College/UWE and potentially enable the students to gain employment in health care
- Provide a vocationally focused programme in line with Government policy and local community needs – widening participation

- Strengthen partnership with other local providers utilising work placements from existing provision and expanding contacts
- Respond to service demand drivers
- Enhance dedicated employer focussed capacity
- Promote collaborative inter-professional working
- Support commitment to multi-professional focus and mutual understanding of other roles

The programme engages multi-professional and inter-professional learning embracing the core professional values of these health care professions.

Section 3: Learning outcomes of the programme

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
On successful completion of the programme the student will be able to:	
1. Demonstrate the processes involved in health care practice contributing to the identification of health care needs and the delivery of care.	A range of learning methods will be used in all modules. These learning methods will be utilised to enable students to become independent learners throughout the progression of the programme.
2. Discuss how the bio/psycho/social/spiritual/cultural dimensions of an individual contribute to the concepts of health and well-being.	Lectures (2, 3, 4, 5) Discussions (2, 4, 5, 6) Work based learning (1, 3, 4) Group work (2, 4, 6)
3. Demonstrate the skills needed for effective assessment of service users' health care needs.	Independent research (3, 5, 6) Presentations (1, 3) Written work (2, 4, 6)
4. Explore the concept of and rationale for interprofessional working.	Learners will be directed to indicative reading to support learning and broaden knowledge and understanding.
5. Identify the health care policies that influence practice.	
6. Demonstrate knowledge of research designs and methods and discuss the rationale for their use demonstrate an understanding of the ethical issues in research in health care.	Assessment: Demonstration of competency in practice (1-4) Written work (2, 4, 6)

B Intellectual Skills

On successful completion of the programme the student will be able to:	Teaching/learning methods and strategies
1. Demonstrate how the different sources of knowledge and evidence inform practice and health care judgement.	A range of learning methods will be used in all modules. These learning methods will be utilised to enable students to become independent learners throughout the progression of the programme.
2. Discuss the knowledge and skills needed to underpin an effective bio/psycho/social/spiritual /cultural assessment of an individual.	Lectures (1, 3, 5,) Discussions (2, 6) Work based learning (1, 3, 4, 5, 6) Group work (2, 4, 6)
3. Recognise and examine the philosophies, principles and theories that underpin health care delivery to diverse groups	Independent research (1, 2, 4, 7) Written work (4, 5, 6)
4. Analyse the contribution of self and others in the therapeutic relationship of service users, carers and health care professionals (including the multidisciplinary team)	Assessment: Demonstration of competency in practice (1, 2, 3, 4, 5, 6) Written work (3, 4, 6,7) Exam (2, 4, 5)

5. Examine the pathophysiology, and treatment regimes of a range of diseases
6. Discuss the knowledge, skills and attitudes required for interprofessional working
7. Evaluate the usefulness of research findings relevant to health care practice.

C Subject, Professional and Practical Skills

On successful completion of the programme the student will be able to:	Teaching/learning methods and strategies
1. Assess, implement and evaluate care interventions to meet health care needs of service users and their carers in a variety of settings using a problem solving approach	A range of learning methods will be used in all modules. These learning methods will be utilised to enable students to become independent learners throughout the progression of the programme.
2. Practice and develop competency in a diverse range of health care skills by using reflection to identify own learning needs as identified in the FD Health Care Practice, Practice Assessment Record	Lectures (1, 3, 5) Discussions (5) Work based learning (1, 2, 3, 4, 5, 6) Group work (5, 6) Independent research (1, 2, 3, 5) Written work (2, 4, 5)
3. Awareness of areas of professional accountability and related codes of practice to address government, national policy and provision of health care	Assessment:
4. Demonstrate an ability to recognise own limitation within the assessment process and refer as appropriate	Demonstration of competency in practice (1, 2, 4, 6) Written work (2, 4, 5) Exam (3)
5. Examine ethico-legal principles in the analysis of simple to more complex scenarios and issues arising from practice	
6. Work constructively and productively as a member of a group to agree and understand group goals	

D Transferable Skills and other attributes

On successful completion of the programme the student will be able to:	Teaching/learning methods and strategies
1. Apply communication strategies to complex situations	A range of learning methods will be used in all modules. These learning methods will be utilised to enable students to become independent learners throughout the progression of the programme.
2. Identify interpersonal skills required to initiate, develop and conclude relationships with service users, their carers and professional colleagues.	
3. Reflect on own learning experiences.	Lectures (1, 2, 3, 4, 5) Discussions (2, 5) Work based learning (1, 2, 3) Group work (1, 2, 5) Independent research (1, 3, 6, 7) Presentations (4, 6) Written work (6)
4. Use IT, literacy and numeracy key skills competently to support academic study and professional practice	
5. Demonstrate through group work the ability to work collaboratively	
6. Develop skills in reviewing literature for research	Assessment: Demonstration of competency in practice (1) Written work (3, 4) Exam (1, 6) Presentation (4)
7. Develop self-reflective and self-directed approaches to study	

Section 4: Programme structure:

The FdSc Health Care Practice can be delivered through full and part-time modes of delivery dependent on pathway taken

FdSc Health Care Practice Adult Pathway

The programme structure for students undertaking the Adult pathway in the FdSc Health Care Practice is as follows:

level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Study Skills UZWSD6-20-1 • Health Wellbeing and the Individual UZWSD5-20-1 • Preparation for Health Care Practice UZWSD4-40-1 • Health Care Practice 1 UZWSCY-20-1 • Principles and Theories of Health Care UZWSD7-20-1 	<p>Interim Award</p> <p>Certificate in Higher Education Health Care Practice</p> <p>Credit requirements</p> <p>120 credits at level 0 or above of which not less than 100 are at level 1 or above</p>
level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Pathophysiology and Assessment for the Health Care Practice UZWSD8-20-2 • The Purpose, Scope and Context of Interprofessional Collaboration UZYSFD-20-2 • Research Methods in the Context of Health and Social Care UZWRFK-20-2 • Health Care Practice 2 UZWSD3-20-2 • Management Skills Development UZWSD9-20-2 <p>And either</p> <ul style="list-style-type: none"> • Supporting Individuals with long term conditions UZTS7E-20-2 <p>Or</p> <ul style="list-style-type: none"> • Essentials of Dementia Care UZZSH5-20-2 	<p>Target/highest Award</p> <p>FdSc Health Care Practice</p> <p>Credit requirements</p> <p>240 credits at level 0 or above of which not less than 220 credits are at level 1 or above and not less than 100 at level 2 or above.</p> <p>The credits must include 40 credits for assessed work based learning of which not less than 20 credits are level 1 or above and not less than 20 credits are at level 2 or above.</p>

FdSc Health Care Practice Mental Health Pathway

level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Study Skills UZWSD6-20-1 • Health Wellbeing and the Individual UZWSD5-20-1 • Preparation for Health Care Practice UZWSD4-40-1 • Health Care Practice 1 UZWSCY-20-1 • Essentials of Mental Health Practice UZZSGW-20-1 	<p>Interim Award</p> <p>Certificate in Higher Education Health Care Practice</p> <p>Credit requirements</p> <p>120 credits at level 0 or above of which not less than 100 are at level 1 or above</p>
level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • Pathophysiology and Assessment for the Health Care Practice UZWSD8-20-2 • The Purpose, Scope and Context of Interprofessional Collaboration UZYSFD-20-2 • Research Methods in the Context of Health and Social Care UZWRFK-20-2 • Health Care Practice 2 UZWSD3-20-2 • Working in Partnership in Mental Health UZZSEB-40-2 	<p>Target/highest Award</p> <p>FdSc Health Care Practice</p> <p>Credit requirements</p> <p>240 credits at level 0 or above of which not less than 220 credits are at level 1 or above and not less than 100 at level 2 or above.</p> <p>The credits must include 40 credits for assessed work based learning of which not less than 20 credits are level 1 or above and not less than 20 credits are at level 2 or above.</p>

Section 5: Entry requirements

Indicative Entry Requirements: Adult and Mental Health pathways

The course will require a satisfactory reference, a successful interview and a skills test.

Tariff points as appropriate for year of entry (refer to UWE website)

OR

Appropriate Level 3 National Diploma with one grade being at least a merit

OR

The complete Advanced or Progression or Extended Diploma in Society, Health and Development with one grade from the principal learning being at least a D.

OR

Appropriate Level 3 or Level 4 NVQ at merit or distinction

A relevant QAA recognised Access Diploma awarded by an authorised validating body is also acceptable.

Qualifications must also include:

3 GCSEs at A* to C to include English and Mathematics or their equivalent

Non standard entry may be considered for applicants with previous occupational experience who will be assessed on an individual basis.

Applicants who do not have the above will be assessed on an individual basis, but are expected to show evidence of recent, successful study at an appropriate level in a relevant subject area.

Applicants whose first language is not English must have a minimum of IELTS score of 7.0 overall with 6.5 in each section as applicable for relevant professional body requirements.

All applicants will have current Occupational Health clearance and Criminal Record Bureau checks in accordance with University, Faculty, College and programme policies.

Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures

The design of this programme has been influenced by a number of factors:

- The requirement to develop new strategies of learning for the NHS and Social Services.
- Widening participation in Further and Higher Education.
- Promoting flexibility of educational opportunity through a Foundation Degree programme which provides a new route for students to progress within health and social care education
- The requirement to provide a programme, which has specified entry and exit points within, which are directly related to specific roles, skill sets and competencies.
- Improve recruitment into the health and social services.
- Provide a vocationally focused programme which supports and contributes to local employer needs

The modules within the programme are designed to inspire learners and encourage achievement of their full potential within a dynamic and accountable healthcare system

All modules are supported by study packs and e-based and other student centred learning methods. NHS Trusts provide IT resources. Students' progress will be monitored to support their learning activities and to assess competence.

Students are expected to undertake additional learning activities to support and extend their learning and are encouraged to negotiate these with their mentor to meet personal learning needs. These may include demonstrations, tutorials, attendance at NHS Trust / Social Services / Hospital study days.

Section 7: Student learning: distinctive features and support

There are a number of distinctive features and unique selling points of this programme.

1. Programme Outcomes

It is unusual for a foundation degree to be able to cover the local key competencies for Assistant Practitioners or Lead Health Care Assistants whilst still enabling students to progress to a professionally registerable award; this being subject to meeting University and professional body regulations and requirements. Alternatively, the student could progress to the BSc (Hons) Professional Studies for those looking for an alternative career

2. Staffing

Academic staff who teach on the programme are appropriate healthcare professional who have experience in developing the generic skills necessary to be successful on foundation degrees and in Management.

3. Teaching Facilities

Students on this programme will benefit from excellent teaching facilities which you would expect of a new state of the art campus within UWE and Gloucestershire College. All classrooms are equipped appropriately with additional computer suites available for students private study

4. Online learning

A virtual learning environment will be supported by links between moodle, and blackboard.

5. Equipment

The educational experience of the students will be enhanced by the use of simulation equipment and the excellent facilities at University of the West of England and Gloucestershire college.

6. Student Support

Gloucestershire college

Whilst we recognise we will have many types of students, there are two distinct types of student on this course which will make up the majority of the class; the student who has just completed a Level 3 programme at school or college and the student who is currently employed by the local NHS Trust. Both these students will require support and the college has experience of nurturing and developing both these types of students.

The college is committed to widening participation in learning including enhancing progression into Higher Education. It has high quality support services which are used to address the barriers to learning faced by many learners in the area including ESOL needs, child care, physical disability, financial and personal problems and cultural barriers. There are extensive support mechanisms for managing mentor programmes indeed “well organised additional learning support mechanisms for students” was identified as a key strength in our last inspectors report. All students will receive tutorial support for academic, pastoral and work placement issues. There will be a work place coordinator to help students in their work placements and to help log their hours.

Additional support will be provided through

- The Learning Gateway (the library).
- IT suites and/or laptop trolleys for tutorial sessions.
- A HE student support pack.
- A work based learning coordinator to support placements.

7. Employer Support

The college has strong employer links with both Gloucestershire Hospitals NHS Trust and NHS Gloucestershire. These links are used to inform the curriculum by identifying changing skill needs and gaps in provision. It was at their suggestion that the generic Management Skills Development module was written to cover the needs of a lead health care assistant/assistant practitioner. The NHS Trusts will also actively participate in aspects of course delivery to help maintain the currency of the course.

8. Support of UWE

The course will be fully supported by UWE in accordance with its academic agreement framework. Students will be enrolled as a UWE student and will have access to all facilities on the University campuses particularly including physical and online access to the library, IT facilities and all professional services provided by the University.

Section 8: Reference points/benchmarks

Subject benchmarks

- The Quality Assurance Agency for Higher Education (2004) Foundation Degree qualification benchmark. The Quality Assurance Agency for Higher Education: Mansfield
- The Quality Assurance Agency for Higher Education (2008) The framework for higher education qualifications in England, Wales and Northern Ireland. The Quality Assurance Agency for Higher Education: Mansfield
- QAA (2008a) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland. August. QAA, Gloucester.
- QAA (2008b) Subject Benchmark Statement for Health Studies. QAA, Gloucester.

Occupational Benchmarks

- QAA (2006) Code of Practice. QAA, Gloucester
- QAA (1999-2007) Code of Practice. QAA, Gloucester
- Skills for Health <http://www.skillsforhealth.org.uk/>
- Nursing & Midwifery Clusters
- Essential Skills Clusters (ESCs) for Pre-registration Nursing Programmes
- <http://www.nmc-uk.org>

Reference points: The following publications have been used as reference points in the development of this programme:

- Department of Health (DoH) (2000) *The NHS Plan: A plan for investment, a plan for reform*. London. The Stationery Office
- Department of Health (DoH) (2000) *Meeting the Challenge: A Strategy for the Allied Health Professions*. London. The Stationery Office
- Department of Health (DoH) (2002) *Liberating the Talents*. London. The Stationery Office.
- Department of Health (DoH) (2006) *Modernising Nursing Careers - Setting the Direction*. London. The Stationery Office.
- Department of Health (DoH) Royal College of Nursing (RCN) (2003) *Freedom to practise: dispelling the myths*. London. The Stationery Office
- National Audit Office (NAO) (2001) *Educating and training the future health professional workforce for England*. London. The Stationery Office

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.