



University of the
West of England

PREQUALIFYING MODULAR PROGRAMME

Foundation Science Degree (FdSc) Health and Social Care Practice

PROGRAMME SPECIFICATION

Validation February 2005

University of the West of England



University of the
West of England

Programme Specification

Section 1: Basic Data

Version 10

Awarding institution/body

University of the West of England

Teaching institution

University of the West of England

Faculty responsible for programme

Faculty of Health and Life Sciences

Programme accredited by

University of the West of England

Highest award title

Foundation Science Degree Health and
Social Care Practice

Default award title

Interim award title

Certificate Higher Education Health and
Social Care Practice

Modular Scheme title (if different)

Prequalifying programmes

**UCAS code (or other coding system if
relevant)**

L510

**Relevant QAA qualification
benchmarking group(s)**

Foundation Degree Benchmarks 2010
Higher Apprenticeships Framework

On-going

Valid from (insert date if appropriate)

September 2011

Authorised by...

Date:...

Version Code

Section 2: Educational aims of the programme

- To prepare an individual to undertake the role of a Assistant Practitioner to work with a specified range of skills in partnership with others within national, regional and local employment arenas.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

Teaching/learning methods and strategies:

1. Interprofessional communication and its application to practice
2. Anatomy and physiology that provides a foundation for specific practice knowledge
3. Behavioural science that underpins the scientific aspects of the undergraduate programmes
4. The political and policy context of health care
5. Ethical and legal principles that underpin practice and accountability
6. Research methods and their contribution to evidence based health and social care
7. Assessment and diagnostic skills relevant to their practice
8. The use and application of numbers
9. Study and computer skills and the use of information technology
10. Leadership, team and organisational structures
11. The fundamental needs of care
12. Cultural equality and diversity needs

A variety of learning methods will be employed that are designed to move the student towards taking responsibility for their own learning eg lectures (1-12), demonstrations (7-9,11), e learning (1,3,9,11), laboratory work (2,7,11), student led discussions (1-12), small group work (1,3-5,7,11,12), self directed study (1-12), work based and work related learning (1-12), and case load scenario discussions (1-12).

Throughout the learner is encouraged to use the information provided, consider its relevance to practice and undertake independent study to supplement and consolidate what is being learnt/ taught and to broaden their individual knowledge and understanding of their chosen practice area.

Assessment:

Assessment of knowledge and understanding will be undertaken by a variety of methods, including written assignments (1,3,6,9,12), clinical assessment (1,4,5,7,8,9,11) and unseen examinations (2,4,5,6,11) and scenario based group work (1,7,11,12)

B Intellectual Skills

B Intellectual Skills

1. Identify relevant knowledge basis appropriate to practice
2. Analyse and present information in an appropriate format
3. Engage in discussion and explore alternative viewpoints
4. Apply theoretical knowledge to the context of health and social care
5. Demonstrate the capacity for enquiry and problem solving
6. Organise and manage their own learning
7. Reflect on and evaluate their own learning

Teaching/learning methods and strategies

Intellectual skills (1-7) are developed through practice, the use of projects, self directed study, student led discussions, small group work, tutorials and working with experts. Completion of a portfolio will enable the student to maintain a record of their learning and develop their ability to reflect on situations and theory that have contributed to their personal and professional development in practice.

Assessment

A variety of assessment methods is employed. Written assignments are utilised (1-7), reflective portfolios of practice based evidence (1,5,7), clinical assessment (2,3,6,7), examinations (1,4) and scenario based group work (2,3,5)

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

1. Work effectively in a team and manage work
2. Ability to collaborate with a wide range of professionals
3. Utilise the skills of time management
4. Solve problems and prioritise by using a range of skills
5. Work at an appropriate technical and occupational level

Teaching/learning methods and strategies

Practical skills (1-5) will be developed through the use of demonstrations, laboratory work, practical sessions, workshops and information technology sessions and importantly within the practice settings

Completion of a portfolio of practice based evidence will enable students to identify skill progression.

Assessment

Professional and practical skills are assessed through clinical assessment strategies (1-5) and portfolios of evidence (1-5)

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
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1. Communicate effectively, via relevant media, utilising appropriate language and recognising diversity and rights
2. Organise and clearly present relevant information to suit purpose, subject and audience
3. Utilise numerical skills effectively and appropriate
4. Plan own work schedule, set priorities and manage time effectively
5. Develop effective study skills
6. Use a range of information technology packages competently and effectively
7. Reflect on own practice and learning

These generic skills will be acquired through the range of learning methods used throughout the programme, action planning and goal setting portfolio development, workshops.

The acquisition of key transferable skills will be acquired during specific sessions, information technology and the development of the portfolio.

The investigative skills are developed in the undertaking of research tasks and other assignments.

Assessment

Key and transferable skills form part of the clinical assessment strategies (1-7) and reflective portfolio of practice (1,2,4-7). These skills are underpinned by written assignments (1-7) and scenario based group work (1,2,6,7)

Section 4: Programme structure

FdSc Health and Social Care Practice is offered as a full-time and part-time route. All students register for the FdSc Health and Social Care Practice.

The programme structure for the FdSc Health and Social Care Practice is as follows:

Students who wish to focus on Health will undertake the following modules:

Code	Title	Comments
UZYS8R-40-1	Developing Practice 1	Compulsory
UZWS5W-20-1	Quality Practice: Essence of Care	Compulsory
UZYRHT-20-1	Biological Studies for Assistant Practitioners	Compulsory
UZVSA4-20-1	Communication Skills	Compulsory
UZZRM5-20-1	Person Centred Planning	Compulsory
UZYS8S-40-2	Developing Practice 2	Compulsory
UZVS68-20-2	Living and Working in a Diverse World	Compulsory
UZWRFK-20-2	Research Methods in the Context of Health and Social Care	Compulsory
PLUS	40 credits at level 2 from the generic pool module options, subject to availability and following discussion with the Mentor and Programme Leader	Compulsory

Students who wish to focus on Social Care will undertake the following modules:

Code	Title	Comments
UZVSET-20-1	Key Concepts in Social Work	Compulsory
UZVRBL-20-1	Social Policy for Health and Social Care	Compulsory
UZVRBK-20-1	Foundations in Psychology and Social Services	Compulsory
UZVRBM-20-1	Legal and Policy Frameworks for Social Work Practice	Compulsory
UZVSER-20-1	Developing Skills for Social Work Practice	Compulsory
PLUS	20 credits at level 1 from the generic pool module option OR For those students who may wish to be eligible to apply for direct entry onto level 2 of the BSc (Hons) Social work programme the following module is compulsory:	Compulsory
UZVSH8-20-1	Developing Practice in Social Work	Compulsory
UZYS8S-40-2	Developing Practice 2	Compulsory
UZVS68-20-2	Living and Working in a Diverse World	Compulsory
UZWRFK-20-2	Research Methods in the Context of Health and Social Care	Compulsory
PLUS	40 credits at level 2 from the generic pool module options	Compulsory

Students who wish to focus on Occupational Therapy will undertake the following modules:

Code	Title	Comments
UZYS8R-40-1	Developing Practice 1	Compulsory
UZVRBK-20-1	Foundations in Psychology and Social Sciences	Compulsory
UZYSRHT-20-1	Biological Studies for Assistant Practitioners	Compulsory
UZWSDT-20-1	Communication in a Diverse World	Compulsory
UZYSAQ-20-1	Occupation and Wellbeing	Compulsory
UZYS8S-40-2	Developing Practice 2	Compulsory
UZVS68-20-2	Living and Working in a Diverse World	Compulsory
UZWRFK-20-2	Research Methods in the Context of Health and Social Care	Compulsory
UZYSAR-20-2	Concepts in Occupational Therapy	Compulsory
PLUS	20 credits at level 2 from the generic pool module options, subject to availability	Compulsory

Students who wish to focus on Maternity will undertake the following modules:

Code	Title	Comments
UZYS8R-40-1	Developing Practice 1	Compulsory
UZWS5W-20-1	Quality Practice: Essence of Care	Compulsory
UZUS8U-40-1	Essentials of Maternity Care	Compulsory
PLUS	20 credits at level 1 from the generic pool module option	Compulsory
UZYS8S-40-2	Developing Practice 2	Compulsory
UZVS68-20-2	Living and Working in a Diverse World	Compulsory
UZWRFK-20-2	Research Methods in the Context of Health and Social Care	Compulsory
PLUS	40 credits at level 2 from the generic pool module options, subject to availability	Compulsory

Students who wish to focus on Mental Health will undertake the following modules:

Code	Title	Comments
UZZS4F-40-1	Mental Health Nursing Practice 1	Compulsory
UZVRC4-20-1	Foundations of Health	Compulsory
UZZS9L-40-1	Working therapeutically with people with mental health needs	Compulsory
UZZRM5-20-1	Person centred planning	Compulsory
UZYS8S-40-2	Developing Practice 2	Compulsory
UZVS68-20-2	Living and Working in a Diverse World	Compulsory
UZWRFK-20-2	Research Methods in the Context of Health and Social Care	Compulsory
PLUS	40 credits at level 2 from the generic pool module options, subject to availability	Compulsory

Students who wish to focus on a Rehabilitation route linked to Allied Health areas of work will undertake the following modules:

Code	Title	Comments
UZYS8R-40-1	Developing Practice 1	Compulsory
UZVRHT-20-1	Biological Studies for Assistant Practitioners	Compulsory
UZYSGG-40-1	Essential Aspects of Practice	Compulsory
UZYSEE-20-1	Introduction to Rehabilitation	Core – not compulsory
	In cases where this module not appropriate to a particular area of practice and this is supported by the Service Manager, then another more appropriate module can be substituted. For example: Dietetic Assistant Practitioners USSJ6S-20-2 Human Nutrition would be appropriate	
UZYS8S-40-2	Developing Practice 2	Compulsory
UZWRFK-20-2	Research Methods in the Context of Health and Social Care	Compulsory
PLUS	60 credits at level 2 from the generic pool module options, subject to availability	Compulsory

FdSc Health Care Practice Radiotherapy and Oncology pathway:

Delivery for this pathway is a blended approach online and at UWE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Level 1</p>	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UZWSD4-40-1 Preparation for Health Care Practice • UZWSCY-20-1 Health Care Practice 1 • UZYRHT-20-1 Biological Studies for Assistant Practitioners • UZYRHU-20-1 Radiation Science for Assistant Practitioners • UZYSHR-20-1 Radiotherapy and Oncology 	<p>Interim award</p> <p>Certificate in Higher Education Health and Social Care Practice</p> <p>Credit requirements</p> <p>120 credits at level 1 or above of which not less than 100 are at level 1</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Level 2</p>	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UZYSHT-20-2 Radiotherapy and Oncology Practice 1 • UZWRFK-20-2 Research Methods in the Context of Health and Social Care • UZYSHS-20-2 Radiotherapy and Oncology 2 • UZYSHU-20-2 Radiotherapy and Oncology Practice 2 • UZYRJA-20-2 Patient health and wellbeing in Radiography • UZYSFD-20-2 The Purpose, Scope and Context of Interprofessional Collaboration 	<p>Target/Highest award</p> <p>FdSc Health and Social Care Practice</p> <p>Credit requirements</p> <p>240 credits at level 0 or above of which not less than 220 credits at level 1 or above and not less than 100 are at level 2 or above</p> <p>These credits must include 40 credits for assessed work based learning of which not less than 20 credits are at level 1 or above and not less than 20 credits are at level 2 or above</p> <p>Students who complete this pathway will be eligible to apply for accreditation with the Society and College of Radiographers (SCoR)</p>

FdSc Health Care Practice Diagnostic Imaging pathway:

Delivery for this pathway is a blended approach online and at UWE

Level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UZWSD4-40-1 Preparation for Health Care Practice • UZWSCY-20-1 Health Care Practice 1 • UZYRHT-20-1 Biological Studies for Assistant Practitioners • UZYRHU-20-1 Radiation Science for Assistant Practitioners • UZYSHV-20-1 Diagnostic Imaging Theory 1 	<p>Interim award</p> <p>Certificate in Higher Education Health and Social Care Practice</p> <p>Credit requirements</p> <p>120 credits at level 1 or above of which not less than 100 are at level 1</p>
Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UZYSHX-20-2 Practice 1 • UZWRFK-20-2 Research Methods in the Context of Health and Social Care • UZYSHW-20-2 Diagnostic Imaging Theory 2 • UZYSHY-20-2 Diagnostic Imaging Practice 2 • UZYRJA-20-2 Patient health and wellbeing in Radiography • UZYSFD-20-2 The Purpose, Scope and Context of Interprofessional Collaboration 	<p>Target/Highest award</p> <p>FdSc Health and Social Care Practice</p> <p>Credit requirements</p> <p>240 credits at level 0 or above of which not less than 220 credits at level 1 or above and not less than 100 are at level 2 or above</p> <p>These credits must include 40 credits for assessed work based learning of which not less than 20 credits are at level 1 or above and not less than 20 credits are at level 2 or above</p> <p>Students who complete this pathway will be eligible to apply for accreditation with the Society and College of Radiographers (SCoR)</p>

Section 5: Entry requirements

- 3 GCSEs at grade C or above preferably including English Language, Mathematics and a Science

PLUS

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

Applicants are assessed on an individual basis

Applicants whose first language is not English must have a minimum of IELTS score of 7.0 overall with 6.5 in each section.

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

On commencement of the programme all applicants will have an identified Work-based Mentor recognised and agreed as such by the Faculty of Health and Life Sciences.

For Diagnostic Imaging and Radiotherapy pathways

- 5 GCSEs at grade C or above preferably including English Language, Mathematics and a Science

PLUS

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

Applicants are assessed on an individual basis, but are expected to show evidence of recent, successful study at an appropriate level in a relevant subject area e.g Science at Advanced GCE/VCE; Open University module at level 1 with Biology, Science or Social Studies content; NVQ level III

Applicants whose first language is not English must have a minimum of IELTS score of 7.0 overall with 6.5 in each section.

Health and criminal record bureau checks will be undertaken on all candidates in accordance with University, Faculty and Programme policies

Section 6: Assessment Regulations

Wholly in accordance with University Regulations and Procedures

Section 7: Student learning: distinctive features and support

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 Higher Education.
- Promoting flexibility of educational opportunity through a Foundation degree programme.
- The requirement to provide a programme, which has specified stepping on/off points within, which are directly related to specific roles, skill sets and competencies.
- Improve recruitment into the health and social services.
- Offer an alternative route into BSc.(Hons) pre and post-qualifying programmes.

All modules are supported by distance learning and include e-based and other student centred learning methods. Most NHS Trusts provide IT resources. A qualified practitioner will be nominated as a mentor in order to monitor students' progress, 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.

Part One (Cert.HE) modules are designed to complement and build on NVQ level 3 in Care (or an equivalent). Following successful completion of Part Two of the programme Foundation degree graduates may be designated Assistant/Associate Practitioners.

The Faculty is committed to providing an organised and consistent system of student support in relation to both academic and personal concerns. It also recognises the need to ensure that students have access to comprehensive information on the availability of resources and sources of help. This commitment is demonstrated through:-

- An induction programme for all students
- The provision of a named personal tutor
- Provision of Faculty, Programme and Module Student Handbooks
- Web site information
- Access to libraries and computer suites
- Student advisors and study skills advisors
- Student one stop shop
- Learning environment helpline

Section 8 Reference Points/Benchmarks

- *Subject benchmarks*

QAA benchmark statements for Foundation degrees (2010)

NHS Knowledge and Skills Framework (NHS KSF) (2011)

National Occupational Standards

- *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) / 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 Administrator.