



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

For students who wish to focus on health care

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	City of Bristol College New College, Swindon Weston College
Faculty responsible for programme	Faculty of Health and Applied Sciences
Department responsible for programme	Department of Allied Health Professions
Modular Scheme Title	Prequalifying Programmes
Professional Statutory or Regulatory Body Links <i>Name of PSRB</i> <i>Type of approval</i> Dates	
Highest Award Title	FdSc Health and Social Care Practice
Default Award Title	
Interim Award Titles	Certificate Higher Education Health and Social Care Practice
UWE Progression Route	
Mode(s) of Delivery	Full time
Codes	UCAS: L510 JACS: ISIS2: HESA:
Relevant QAA Subject Benchmark Statements	<i>Foundation Degree Benchmark (2010)</i>
CAP Approval Date	29 May 2013
Valid From	September 2013
Valid until Date	September 2019
Version	2

Part 2: Educational Aims of the Programme

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

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The FdSc Health and Social Care Practice draws from students' current employment experience in a health and social care setting, enabling them to gain, develop and demonstrate the additional theoretical, practical and professional knowledge and skills required by an Assistant Practitioner; including those relating to evidence-based practice, personal and people development, and quality monitoring. Students are required to successfully complete all academic and practice modules in order to gain the award of FdSc HSCP. A qualified practice mentor in the student's employment setting will be responsible for the assessment of practice competence within the scope of the student's occupational role.

Part 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>A Knowledge and understanding of</p> <ol style="list-style-type: none"> 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 	<p>Teaching/learning methods and strategies:</p> <p>A variety of learning methods will be employed that are designed to move the student towards taking responsibility for their own learning eg lectures, demonstrations, e learning, practical work, student led discussions, small group work, self directed study, work based/practice and work related learning, and case load scenario discussions.</p> <p>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.</p> <p>Assessment:</p> <p>Assessment of knowledge and understanding will be undertaken by a variety of methods,</p>

Part 3: Learning Outcomes of the Programme	
11. The fundamental needs of care 12. Cultural equality and diversity needs	including written assignments, clinical skill and competency assessment, unseen and seen examinations, and scenario based group work.
B Intellectual Skills	
B Intellectual Skills	Teaching/learning methods and strategies:
<ol style="list-style-type: none"> 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 	<p>Intellectual skills 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.</p> <p>Assessment:</p> <p>A variety of assessment methods are employed. Written assignments are utilized, portfolios of practice based evidence, critical incident analysis, clinical competency and skill assessment, examinations and scenario based group work.</p>
C Subject, Professional and Practical Skills	
C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
<ol style="list-style-type: none"> 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 	<p>Practical skills will be developed through the use of demonstrations, practical sessions, workshops and information technology sessions and importantly within the practice settings.</p> <p>Completion of a portfolio of practice based evidence will enable students to identify skill progression.</p> <p>Assessment:</p> <p>Professional and practical skills are assessed through clinical assessment strategies and portfolios of evidence.</p>

D Transferable Skills and other attributes

D Transferable Skills and other attributes

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 appropriately
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

Teaching/learning methods and strategies:

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

The acquisition of key transferable skills will be 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 and reflective portfolio of practice. These skills are underpinned by written assignments, presentations and scenario based group work.

Part 4: Programme Structure

The Foundation Science Degree Health and Social Care Practice is offered as a full-time route. All students register for this route.

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

ENTRY

	Year 1	<p>Compulsory Modules</p> <p>UZYSLJ-30-1 Essentials of Health and Disease</p> <p>UZYSLK-30-1 Foundations of Practice</p> <p>UZYSLL-30-1 Holistic Approaches to Care</p> <p>UZZSLM-30-1 Person Centred Practice</p>	<p>Interim Awards</p> <p>Certificate Higher Education Health and Social Care Practice</p> <p>(120 credits at Level 0 or above with not less than 100 at Level 1 or above)</p>
	Year 2	<p>Compulsory Modules</p> <p>UZYSRD-30-2 Extending Practice</p> <p>UZWSRF-30-2 Quality Enhancement in Practice</p> <p>UZWSRC-15-2 An Introduction to Research Methodologies and Methods</p> <p>UZWSRE-15-2 Foundations of Assessment for Assistant Practitioners</p> <p>UZTSRG-15-2 Working Effectively with Long Term Conditions</p> <p>UZYSDD-15-2 Evidencing Work-Based Learning</p>	<p>Highest Award</p> <p>Foundation Degree Science Health and Social Care Practice</p> <p>(240 credits at Level 0 or above with not less than 220 at Level 1 or above and not less than 100 at Level 2 or above)</p>

The following diagram indicates programme structure, route and module location for each academic year:

Level 1

Academic Year Start → Academic Year End

Foundations of Practice (Practice Module)		30 Credits
Essentials of Health and Disease		30 Credits
Holistic Approaches to Care 30 Credits	Person Centred Practice 30 Credits	

Level 2

Academic Year Start → Academic Year End

Extending Practice (Practice Module)		30 Credits
Quality Enhancement in Practice		30 Credits
An Introduction to Research Methodologies and Methods 15 Credits	Evidencing Work-Based Learning 15 Credits	
Foundations of Assessment for Assistant Practitioners 15 Credits	Working Effectively with Long Term Conditions 15 Credits	

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:

- 3 GCSEs at grade C or above including English Language, Mathematics and preferably a Science, or equivalents (functional Skills level 2 is considered equivalent to English and Maths GCSE Grades A-C, for this programme).

PLUS

EITHER

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

OR

- NVQ3/BTEC or equivalent

Applicants who are unable to offer the above will be assessed on an individual basis using evidence of credited and/or experiential learning.

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 practice mentor recognised and agreed as such by the Faculty of Health and Life Sciences.

Part 6: Assessment

Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, poster presentations, defended presentations, written examinations, portfolios of learning and practice assessment. These are detailed in the following assessment map:

Assessment Map for *Foundation Science Degree Health and Social Care Practice*

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Essentials of Health and Disease (30)	A (30)	B (70)								
	Holistic Approaches to Care (30)	A (30)						B (70)			
	Foundations of Practice (30)							B (100)			A (P/F)
	Person Centred Practice (30)						A (100)				
Compulsory Modules Level 2	Extending Practice (30)							B (100)			A (P/F)
	Quality Enhancement in Practice (30)						A (100)				
	Foundations of Assessment for Assistant Practitioners (15)	A (100)									
	An Introduction to Research Methodologies and Methods (15)								A (100)		
	Working Effectively with Long Term Conditions (15)						A (100)				
	Evidencing Work-Based Learning (15)								A (100)		

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Foundation Science Degree Health and Social Care Practice programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning, and supervised time in practice. Scheduled sessions may vary slightly depending on the delivery location.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level. Scheduled sessions may vary slightly depending on the delivery location.

Placement learning: includes supervised time in practice.

Description of 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 it, which are directly related to specific roles, skill sets and competencies.
- Improve recruitment into the health and social care services.
- Offer an alternative route into BSc.(Hons) pre and post-qualifying programmes.

All modules are supported by 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. On commencement of the programme all applicants will be advised by their employer of any additional employer requirements to support practice competency sign-off.

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.

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

Part 7: Student Learning

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 Information Points.

Part 8: Reference Points and Benchmarks

The following is a description of how the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements
University strategies and policies
Staff research projects
Employer interaction and feedback

QAA and other Subject benchmark statements

- QAA Foundation Degree Qualification Benchmarks May 2010

Available from: <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx> [Accessed 19th June 2012]

The QAA Foundation Degree Benchmark Statements have been used as underpinning standards for the programme and have helped to guide not only the overall programme learning outcomes, but influence the development of the modules at each level and their module learning outcomes.

In addition to the QAA benchmark statements, the NHS KS and National Occupational Standards have been used to guide and influence thinking around the required modules and assessment strategy. The programme team continues to use the National occupational Standards as set by the Sector Skills Council (Skills for Health, <http://www.skillsforhealth.org.uk/>) as the external reference point for professional practice, core competencies and guidance; a significant element of the programme at both levels one and two.

- National Occupational Standards

Skills for Health (2011) *Competences/National Occupational Standards*. Available from: <http://www.skillsforhealth.org.uk/about-us/competences%10national-occupational-standards/> [Accessed 19th June 2012]

- NHS Knowledge and Skills Framework (NHS KSF)

Part 8: Reference Points and Benchmarks

Department of Health (2004) *The NHS Knowledge and Skills Framework*. Available from: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843 [Accessed 19th June 2012]

- Reference points:

The following publications have also 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

University Strategies and Policies

- UWE Learning Teaching and Assessment Strategy

This is implicit in the development of the current programme and a broad assessment strategy has been adopted to meet a range of learning styles and needs, and a range of subjects. The design of assessment and development of the assessment strategy has been completed using the QAA Code of Practice: section 6 assessment of students as a guide.

(<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice-Section-6.aspx>)

- UWE Work-based learning policy

There is a significant Work based learning element in the programme as defined as part of the foundation degree benchmark statements and identified within the Foundations of Practice and Extending Practice modules. Through these modules learning occurs in the workplace and develops through standard and enhanced working practices. This WBL focus ensures that the programme meets the specific development needs of both the individual student and the employer, by increasing student confidence in the workplace, addressing work-place problems, developing increased knowledge and related performance, and the developing skills in critical reflection. The policy has highlighted the need to continue close monitoring of the work-based / practice element of the programme through the regular, established Assistant Practitioner meetings between HE, FE, and trust partners and other evaluative methods including module evaluations and student and employer feedback.

- UWE Employability Strategy

The UWE Employability Strategy has been used as a reference point in the ongoing review and development of the programme. All FE partner colleges have supported and engaged with this strategy and the QAA Code of Practice section 8 Career Education, Information, Advice and Guidance (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice->

Part 8: Reference Points and Benchmarks

[section-8.aspx](#)) during this process. All colleges reflect and respond to UWE's employability strategies. Students in all locations of study have access to careers advice through these locations and UWE services (including online provision and access to the Employability and Enterprise Zone at Frenchay Campus) and the UWE Graduate Development Programme has been incorporated into the tutorial entitlement for the programme in all locations of delivery. The programme has been developed in partnership with regional trusts, who are the student employers, and also support the students with career education, advice and guidance pre and post programme completion.

Employer Interaction and Feedback

Established Assistant Practitioner meetings involving trusts, FE college partners and HE representatives have been used for a number of years to monitor, review and develop the programme. These remain in place and discussions during these meetings have influenced the ongoing development of the programme and current credit-related module changes.

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, available on the University's website.