



University of the  
West of England

### PROGRAMME SPECIFICATION

Part 1: Information	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	Weston University Centre City of Bristol College
<b>Study abroad / Exchange / Credit recognition</b>	None
<b>Faculty responsible for Programme</b>	Health and Applied Sciences
<b>Department responsible for Programme</b>	Nursing and Midwifery
<b>Professional Statutory or Regulatory Body Links</b>	None
<b>Highest Award Title</b>	FdSc Health and Social Care Practice.
<b>Default Award Title</b>	None
<b>Interim Award Titles</b>	Certificate Higher Education Health and Social Care Practice
<b>UWE Progression Route</b>	BSc(Hons) Integrated Health and Social Care BSc(Hons) Nursing (Adult, Mental Health, Learning Disabilities)
<b>Mode of Delivery</b>	Part time
<b>ISIS code/s</b>	
<b>For implementation from</b>	January 2017

**Part 2: Description**

To prepare an individual to undertake the role of an Assistant Practitioner or other non-registered health and social care worker with a specified range of skills to work in partnership with others within national, regional and local employment arenas.

Students that successfully complete the programme are eligible to apply for band 4 positions or equivalent within the NHS. Students that complete the programme are eligible to progress to a full honours degree. They can apply to join year 2 of the BSc (Hons) Nursing programme which leads to entry to the Nursing register on successful achievement of the programme requirements. Students can also top up for year 3 only to a non-professionally regulated programme at UWE (or elsewhere) such as the BSc (Hons) Health and Social Care Studies.

Contact time for this programme encompasses a range of face to 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 work based learning.

Scheduled learning includes lectures, seminars, tutorials, and work based learning in practice and employment settings. 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.

Work based learning. Learning through work is an integral part of a foundation degree and the achievement of vocational skills and competencies.

Employers have been integral to the development and design of this foundation degree and its design is influenced by a number of factors

- The requirement to develop new strategies of learning for the NHS and Social Care sector.
- 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 suitably qualified practitioner will be nominated as a mentor or workplace supervisor 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.

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

<b>Part 2: Description</b>
Degree graduates may be designated Assistant Practitioners.
<p>There is a significant Work based learning element in the programme as defined by 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. Monitoring of the work-based / practice element of the programme is 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.</p>
<b>Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)</b>
<p>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 or other health or social care worker; 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 supervisor in the student's employment setting will be responsible for the assessment of practice competence within the scope of the student's occupational role</p>
<b>Regulations</b>
Approved to <u>University Regulations and Procedures</u>

**Part 3: Learning Outcomes of the Programme**

<i>Learning Outcomes:</i>	UZTSLJ-30-1	UZTSLK-30-1	UZTSSL-30-1	UZTSLM-30-1	UZTSRD-30-2	UZTSU6-30-2	UZWSRC-15-2	UZWSRE-15-2	UZTSRG-15-2	UZYSSD-15-2
<b>A) Knowledge and understanding of:</b>										
Interprofessional communication and its application to practice		X	X		X			X	X	
Anatomy and physiology that provides a foundation for specific practice knowledge	X							X		
Behavioural science that underpins the scientific aspects of the undergraduate programmes			X					X	X	
The political and policy context of healthcare			X	X				X	X	
Ethical and legal principles that underpin practice and accountability		X		X	X	X		X		
Research methods and their contribution to evidence based health and social care					X		X			X
Assessment and diagnostic skills relevant to their practice				X	X			X	X	
The use and application of numbers		X			X		X	X		
Study and computer skills and the use of information technology	X	X	X	X	X	X	X	X	X	X
Leadership, team and organizational structures				X		X		X		
Quality enhancement	X				X	X				X
The fundamental needs of care		X		X	X			X	X	
Cultural equality and diversity needs		X	X	X	X				X	
<b>(B) Intellectual Skills</b>										
Identify relevant knowledge basis appropriate to practice	X	X	X	X	X	X	X	X	X	X
Analyse and present information in an appropriate format				X				X	X	X
Engage in discussion and explore alternative viewpoints			X	X		X			X	X
Apply theoretical knowledge to the context of health and social care	X	X	X	X			X	X	X	
Demonstrate the capacity for enquiry and problem solving		X	X	X	X	X		X		X
Organise and manage their own learning		X	X	X	X	X	X		X	X
Reflect on and evaluate their own learning		X			X					X

Part 3: Learning Outcomes of the Programme										
<b>(C) Subject/Professional/Practical Skills</b>										
Work effectively in a team and manage work priorities		X	X			X		X	X	
Ability to collaborate with a wide range of professionals		X	X		X	X			X	
Utilise the skills of time management	X	X	X	X	X	X	X	X	X	X
Solve problems and prioritise by using a range of skills		X			X			X	X	
Work at an appropriate technical and occupational level		X			X	X		X	X	
Demonstrate leadership skills		X			X	X				
<b>(D) Transferable skills and other attributes</b>										
Communicate effectively, via relevant media, utilising appropriate language and recognizing diversity and rights		X	X	X		X			X	X
Organise and clearly present relevant information to suit purpose, subject and audience	X	X	X	X	X	X	X	X	X	X
Utilise numerical skills effectively and appropriately		X			X		X	X		
Plan own work schedule, set priorities and manage time effectively	X	X	X	X	X	X	X	X	X	X
Develop effective study skills	X		X	X		X	X			
Use a range of information technology packages competently and effectively		X		X	X	X	X		X	
Reflect on own practice and learning		X			X				X	X

**Part 4: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation including:

- level and credit requirements
- interim award requirements
- module diet, including compulsory and optional modules.

**ENTRY**

	Compulsory Modules	Optional Modules	Awards
<b>Level 1</b>	Essentials of Health and Disease UZTSLJ-30-1	Compulsory Modules	<b>Interim award:</b> Certificate Higher Education Health and Social Care Practice (120 credits at Level 0 or above with not less than 100 at Level 1 or above)
	Foundations of Practice UZTSLK-30-1		
	Holistic Approaches to Care UZTSSL-30-1		
	Person Centred Practice UZTSLM-30-1		

**Graduation**

	Compulsory Modules	Optional Modules	Awards
<b>Level 2</b>	Extending Practice UZTSRD-30-2	None	<b>Highest Award</b> Foundation Degree Science Health and Social Care Practice (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)
	Leadership for Quality Enhancement in Practice UZTSU6-30-2		
	An Introduction to Research Methodologies and Methods UZWSRC-15-2		
	Foundations of Assessment UZWSRE-15-2		
	Working Effectively with People with Complex and Long Term Health needs UZTSRG-15-2		
	Evidencing Work-Based Learning UZYSSE-15-2		

**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 equivalent (functional Skills level 2 is considered equivalent to English and Maths GCSE Grades A-C, for this programme).

PLUS EITHER / OR

NVQ3/BTEC or equivalent

Applicants who are unable to offer the above will be assessed on an individual basis using evidence of prior 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 Disclosure and Barring checks in accordance with University, Faculty, Employer and programme policies. On commencement of the programme all applicants will have an identified work-based practice supervisor

**Part 6: Reference Points and Benchmarks**

Set out which reference points and benchmarks have been used in the design of the programme:

*Please simply list for reference- the design and consultation document will ask for a description of how they have been used.*

QAA UK Quality Code for HE

- Framework for higher education qualifications (FHEQ)
- Subject benchmark statements
- Qualification characteristics for Foundation degrees and Master's degrees

QAA Foundation Degree Qualification Benchmarks May 2010

Strategy 2020

University policies

National occupational Standards as set by the Sector Skills Council (Skills for Health, <http://www.skillsforhealth.org.uk>)

## FOR OFFICE USE ONLY

First CAP Approval Date	2013			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	15 November 2016	Version	3	<a href="#">Link to RIA</a>
Next Periodic Curriculum Review due date	2019			
Date of last Periodic Curriculum Review				