

Programme Handbook

FdSc Health and Social Care

University Centre Weston

in partnership with

University of the West of England

This handbook is published for students studying at Weston College on the above programme and is available in a range of alternative formats on request.

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# Introduction

## Welcome

Welcome to the Foundation Science Degree in Health and Social Care Practice. This programme is delivered by University Centre Weston (UCW), in partnership with the University of the West of England (UWE) The Programme sits in the UWE Faculty of Health and Applied Sciences. You are a registered student at UWE and UCW, and you have access to services in both institutions

## Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the FdSc Health and social care practice programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Virtual Learning Environment (VLE)

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

# Course content

## Course Distinctiveness

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Figure 1: Framework for Higher Education Qualifications

Foundation degrees were introduced nationally in September 2001 as vocational, higher education qualifications, the essence of which is the acquisition of knowledge and skills required in employment whilst following an academic programme. The government’s modernisation agenda (1999) was committed to strengthening education and training in the health and social care and the development of a modern career framework; this commitment has not changed. The ethos underpinning the development of a Foundation degree is to strengthen the efficiency through developing an enhanced workforce with a more diverse range of skills needed to support sustained employability. This programme is designed to develop and increase the number of practitioners qualified at the higher technician, associate professional level, and are seen as particularly valuable in underpinning emerging roles in health care at the Assistant Practitioner level.

This has been further reinforced by the Department of Health (2003) Knowledge and Skills Framework which clearly sets out core and specific dimensions with levels of competence, (<http://dera.ioe.ac.uk/17741/>). This framework continues to form the basis of developing job roles and competencies for practitioners working in health and social care. The six core dimensions in the framework have been used to structure the practice learning in year 1 and 2 and have influenced curriculum development in the academic modules.

The six core dimensions in the framework are:

* Communication,
* Equality, diversity and rights
* Health, safety and security
* Personal and people development
* Service development
* Quality

# Overview of the Programme

The Foundation Science Degree in Health and Social Care Practice is a programme that delivers the specialist knowledge and skills required in practice whilst being underpinned by broad based academic learning. The programme is reviewed on an ongoing basis to ensure that its overarching learning outcomes, module structure and content are current, reflecting the up-to-date requirements of the workforce and settings it serves.

Flexibility, widening access and equal opportunities have been key to the development of this programme to provide a basis for practitioners to achieve their potential. This is achieved through flexible learning with colleagues both in the academic and work-place settings to achieve and maintain fitness for practice, and working in partnership. This includes flexibility of pathways into and through programmes thus facilitating the learner to ‘step on/off’ at specific points with accredited qualifications, identified competencies and skills.

This Foundation degree is designed to offer a full time award over 2 academic years with the accumulation of 240 credits; 120 at level 1 and 120 at level 2. The integration of academic and workplace learning is a strong feature of the Foundation degree programme supporting practitioners to use their workplace as the focus for their learning and professional development. This programme is based on the HEFCE (2000) recommended core features of

* Application of skills in the workplace
* Credit accumulation and transfer
* Progression within work and / or to an honours degree.

It also meets the Quality Assurance Agency (QAA) Foundation Degree Qualification Benchmarks May 2010, which 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 own module specific learning outcomes.

### Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team.

The link tutor for your programme is:

|  |  |  |  |
| --- | --- | --- | --- |
| Rachel Gilbert | UWE Link Tutor | 0117 3288603 | [Rachel4.Gilbert@uwe.ac.uk](mailto:Rachel4.Gilbert@uwe.ac.uk) |

## Course structure

### Year One

| **Full time Year 1 of study** | | | |
| --- | --- | --- | --- |
| **Level** | **Module Title** | **Credits** | **Code** |
| **4** | Foundations of Practice | **30** | UZTSLK-30-1 |
| **4** | Essentials of Health and Disease | **30** | UZTSLJ-30-1 |
| **4** | Person Centred Practice | **30** | UZTSLM-30-1 |
| **4** | Holistic Approaches to Care | **30** | UZTSLL-30-1 |

### Year Two

| **Full time Year 2 of study** | | | |
| --- | --- | --- | --- |
| **Level** | **Title** | **Credits** | **Code** |
| **5** | Extending Practice | **30** | UZTSRD-30-2 |
| **5** | An Introduction to Research Methodologies and Methods | **15** | UZWSRC-15-2 |
| **5** | Foundations of Assessment for Health and Social Care | **15** | UZWSRE-15-2 |
| **5** | Evidencing Work-based Learning | **15** | UZWSSD-15-2 |
| **5** | Leadership for Quality Enhancement in Practice | **30** | UZTSU6-30-2 |
| **5** | Working Effectively with people with Complex and Long Term Healthcare needs | **15** | UZTSRG-15-2 |

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the

## Interim Awards

Students who do not complete the course but successfully achieve at least 120 credits will be eligible to receive the interim award of a **Certificate of Higher Education.**

## Progressing onto Honours Degree

You may be able to ‘top-up’ your FdA/FdSc degree to a BA/BSc (Honours) degree by an additional study.

To be eligible for progression you must have gained 240 credits, 120 credits at Level 4 and 120 credits at Level 5. The deadline for applications is usually on or before 1st May in the final year of Foundation Degree studies.

Your tutor will arrange a meeting with the Course Leader at UWE to discuss the modules on offer on the top-up degree and answer any questions that you may have. You are also welcome to visit the UWE Glenside campus and meet with staff and students at our partner University.

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# Course Aims

The overall programme aim is the preparation of an Assistant Practitioner to work with a specified range of skills in partnership with others within national, regional and local employment policies and to health care standards. The skills are based within the following categories:

* Technical and work related skills
* Key and generic skills
* Increased understanding of the world of work
* Employment involvement.

The core key skills are identified as

* Communication
* Teamwork
* Problem solving
* Application of number
* Use of information technology
* Improving learning and performance.

This programme offers access and progression to people in the health and social care workforce providing an easily identifiable routes to an academic award or career pathway through the use of Personal Development Plans. Through blending work and academic learning they allow confirmation and enhancement of skills in current and future employment, enabling both personal and professional development. They also enhance the quality of the workforce by enabling confidence and competence in new or existing roles. This would enhance a flexible delivery of service with learning in parallel.

**Study themes** running through the programme include:

* Concepts of health and well being
* Socio-economic, biological, psychological perspectives of health
* Ethical and legal aspects of practice
* Personal and professional development
* Essential practice skills
* Practice management
* Mental health and well being
* Diversity and inclusion
* Physical, psychological and social implications of discriminatory practice
* Health and social needs of a diverse population
* Research design and methodologies
* Evidence based practice
* Inter-professional working and integrated teams
* Decision making and problem solving strategies
* Health promotion
* Risk management

# Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

## Work-based Learning

Foundation degree students spend a high proportion of the programme in the work place. Therefore health care professionals play a vital role in ensuring that students are capable of functioning as safe and competent practitioners within the care setting until their point of graduating as an assistant practitioner. This is assessed heavily through the Foundation of Practice modules at level 1 and Extending Practice Module at level 2 of the programme. Both student and mentor will be provided with the module handbook for each Practice Module.

In each of these modules the student has an assessment of work-based skills/competencies in both core and optional areas. This assessment follows a standardised format with specific documentation required for assessment. The main purpose of the assessment is for each student to be able to demonstrate their ability to function safely and effectively within any practice/care setting.

The assessment documents with ‘sign-off’ sections are sufficiently detailed to show the range of skills/competencies the student is expected to achieve, and will guide the mentor in determining the level of competence that can realistically be expected from a student.

Mentors have an important role in terms of facilitating each student’s learning. Whilst it is the student’s responsibility to engage with the learning process, the mentor is expected to help identify the learning experiences in practice and the available opportunities for achieving these. In order to facilitate this learning experience, the mentor will need to discuss the following with the student at the beginning of each practice module:

* Their learning needs
* The opportunities for learning
* How the student can develop the skills that may be unique to their area of practice or specific job role.

When a goal has been completed in practice, it is useful to review achievements and negotiate new goals and deadlines. Setting ongoing targets, which can be achieved throughout the course, helps to emphasise that learning in practice is a continuous process and there should not be a sudden ‘rush’ to achieve skills/competencies towards the end of the academic year. You will receive regular reviews in practice where you will meet with both your mentor and a member of UCW academic team to discuss your progress. Further information about the practice modules can be found in the relevant module handbooks which will be made available to you at the module start.

# How Quality is Assured

## Quality monitoring and evaluation

The programme you are studying was approved by UWE. As part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner(s) for your programme:

|  |  |  |
| --- | --- | --- |
| Name | Role in institution | Name of institution |
| Abigail Lancaster | Lecturer School of Nursing and Health Care Leadership | University of Bradford |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via your VLE.

## External References

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers;

***QAA and other Subject benchmark statements***

* QAA Foundation Degree Chracteristics Statement (Sept 2015)

Available from: <http://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_8> [Accessed 25th July 2018]

* QAA Subject Benchmark Statement for Health Studies (October 2016)

Available from: <http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-health-studies-16.pdf?sfvrsn=779ff781_8> [Accessed 25th July 2018)

The QAA Foundation Degree Characteristics and Health Studies Subject 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)

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

Reference to skills for health <http://www.skillsforhealth.org.uk> and skills for care <http://www.skillsforcare.org.uk/Home.aspx> quality standards and benchmarks are used to underpin the programme developments.

The code of conduct for healthcare support workers and adult social care is used to guide trainee assistant practitioner’s professional conduct while in practice. <http://www.skillsforcare.org.uk/Document-library/Standards/National-minimum-training-standard-and-code/CodeofConduct.pdf>

**Best practice standards**

Professional and statutory regulatory bodies give clear statements on best practice clinical guidance and professional standards in nursing and allied health professional.

* National Institute for health and Care excellence (NICE): <https://www.nice.org.uk/>
* Social Care institute for excellence (SCIE): <http://www.scie.org.uk/>
* Royal College of Nursing (RCN) <http://www.rcn.org.uk/>
* NMC Nursing and midwifery council (NMC) <http://www.nmc.org.uk/>
* Health and Care professional council (HCPC) <http://www.hcpc-uk.org/>

Student are directed to these external resources in the development of their professional health care practice

# Programme Specification

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

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| **Part 2: Description** |
| Degree graduates may be designated Assistant Practitioners.  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. |
| **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 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 |
| **Regulations** |
| Approved to [University Regulations and Procedures](http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx) |

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| **Part 3: Learning Outcomes of the Programme** |  | | | | | | | | | | |
| ***Learning Outcomes:*** | | UZTSLJ-30-1 | UZTSLK-30-1 | UZTSLL-30-1 | UZTSLM-30-1 | UZTSRD-30-2 | UZTSU6-30-2 | UZWSRC-15-2 | UZWSRE-15-2 | UZTSRG-15-2 | UZYSSD-15-2 |
| **A) Knowledge and understanding of:** | |  | | | | | | | | | |
| 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) Intellectual Skills** | |  | | | | | | | | | |
| 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 |

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| **Part 3: Learning Outcomes of the Programme** |  | | | | | | | | | | |
|  | |  |  |  |  |  |  |  |  |  |  |
| **(C) Subject/Professional/Practical Skills** | |  | | | | | | | | | |
| 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 |  |  |  |  |
| **(D) Transferable skills and other attributes** | |  | | | | | | | | | |
| 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 |
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| **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 1** | Compulsory Modules | Optional Modules | Awards |
| Essentials of Health and Disease UZTSLJ-30-1 | Compulsory Modules | **Interim award**: 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  UZTSLL-30-1 |
| Person Centred Practice UZTSLM-30-1 |

**Graduation**

|  |  |  |  |
| --- | --- | --- | --- |
| Level 2 | Compulsory Modules | Optional Modules | Awards |
| Extending Practice UZTSRD-30-2 | None | **Highest Award** 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  UZYSSD-15-2 |

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| **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 |

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| **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](http://www.qaa.ac.uk/assuringstandardsandquality/quality-code/Pages/default.aspx)  -Framework for higher education qualifications (FHEQ)  -Subject benchmark statements for Health Care (October 2016)  -Qualification characteristics for [Foundation degrees](http://www.qaa.ac.uk/en/Publications/Documents/Foundation-degree-qualification-benchmark-2010.pdf) and [Master ’s degrees](http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-2010.pdf)  QAA Foundation Degree Characteristics Statement (Sept 2015)  [Strategy 2020](http://www1.uwe.ac.uk/about/corporateinformation/strategy.aspx) [University policies](http://www1.uwe.ac.uk/aboutus/policies)  National occupational Standards as set by the Sector Skills Council (Skills for Health, [http://www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk/) |

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| First CAP Approval Date | | 2013 | | | |
| Revision CAP Approval Date *Update this row each time a change goes to CAP* | 15 November  2016 | | Version | 3 | *Link to RIA* |
| Next Periodic Curriculum Review due date | 2019 | | | | |
| Date of last Periodic Curriculum Review |  | | | | |

## Marking Criteria

Can be found in each module handbook

## Policies and Procedures

Policies relating to HE Students can be found on your VLE