



# Programme Handbook

## FdSc Health and Social Care Practice

University Centre Weston

in partnership with

University of the West of England

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

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## **1. 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) Microsoft Teams.

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.

## 2. Course content

### Course Distinctiveness

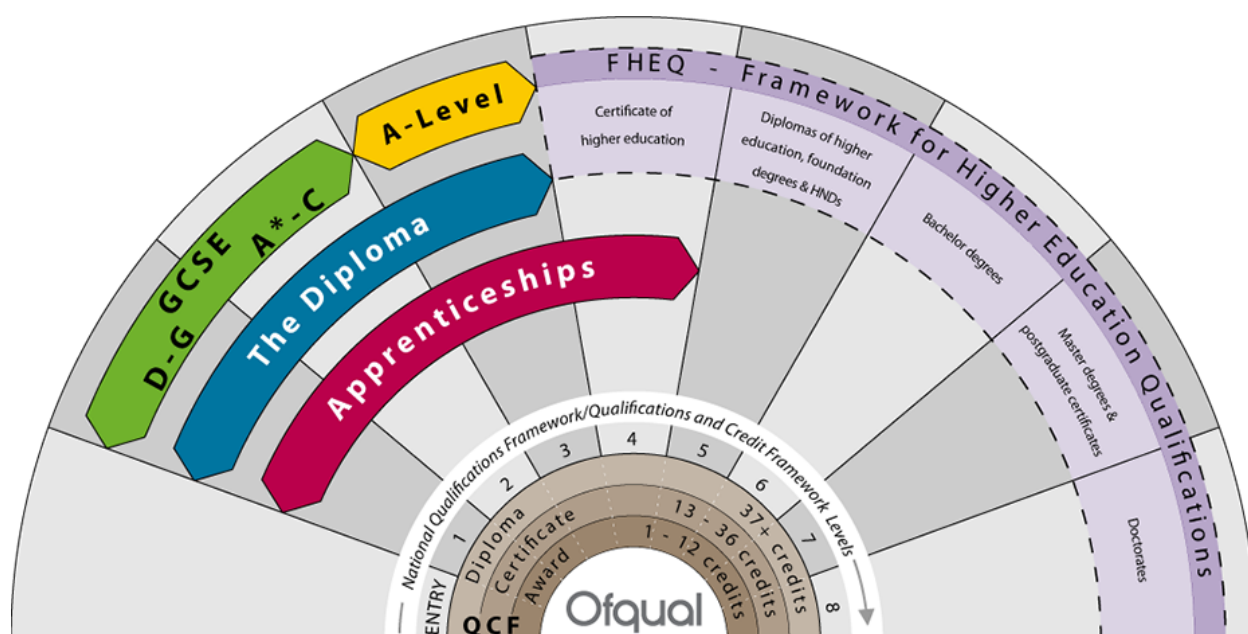


Figure 1: Framework for Higher Education Qualifications

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

### **3. 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 UCW team.

The link tutor for your programme is:

Lindsey Scott	UWE Link Tutor	Lindsey.Scott@uwe.ac.uk	Tel: 01173281488
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## Course structure

### Year One

Full time Year 1 of study			
Level	Module Title	Credits	Code
4	Foundations of Practice	30	UZYSLK-30-1
4	Essentials of Health and Disease	30	UZYSLJ-30-1
4	Person Centred Practice	30	UZYSLM-30-1
4	Holistic Approaches to Care	30	UZYSLL-30-1

### Year Two

Full time Year 2 of study			
Level	Title	Credits	Code
5	Extending Practice	30	UZYSRD-30-2
5	An Introduction to Research Methodologies and Methods	15	UZYSRC-15-2
5	Foundations of Assessment for Health and Social Care	15	UZYSRE-15-2

<b>Full time Year 2 of study</b>			
<b>5</b>	Evidencing Work-based Learning	<b>15</b>	UZYSSD-15-2
<b>5</b>	Leadership for Quality Enhancement in Practice	<b>30</b>	UZYSU6-30-2
<b>5</b>	Working Effectively with people with Complex and Long Term Healthcare needs	<b>15</b>	UZYSRG-15-2
<b>5</b>	Independent study (Optional Module by prior arrangement)	<b>30</b>	UZYA4-30-2

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 programme.

### **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 progress onto further opportunities in Higher Education. Students may apply to the undergraduate course in adult nursing at UWE and, if successful, may start in the second year. You may be eligible to start in year two at some other UK universities, following a successful application, when presenting evidence of your foundation degree. You may also be able to progress onto an Open University Registered Nurse Degree Apprenticeship or other Allied Health Degree Apprenticeships with support from your employer.

Your tutor will be happy to discuss further educational opportunities. The HE Careers Consultant is available through HEART for further information.

## 4. 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



## **5. 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, healthcare 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.

## **6. 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 Characteristics Statement (Sept 2015)  
Available from: [http://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781\\_8](http://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_8) [Accessed 25<sup>th</sup> 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](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-health-studies-16.pdf?sfvrsn=779ff781_8) [Accessed 25<sup>th</sup> 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](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

## 7. Programme Specification

PROGRAMME INFORMATION	
<b>Final Award Title</b>	FdSc Health and Social Care Practice
<b>Default Award Title (Exit Award)</b>	None
<b>Interim Award Titles (Exit Awards)</b>	Certificate Higher Education Health and Social Care Practice
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institutions</b>	University of the West of England
<b>Partner Institutions</b>	University Centre, Weston. City of Bristol College
<b>Delivery Locations</b>	University Centre, Weston. City of Bristol College
<b>Study Abroad / Exchange / Credit Recognition</b>	No
<b>Faculty Responsible For Programme</b>	Health and Applied Sciences
<b>Department Responsible For Programme</b>	Allied Health Professionals
<b>Professional Statutory or Regulatory Body (PSRB) Links</b>	None
<b>Apprenticeship</b>	Higher Level Apprenticeship in Health (Assistant Practitioner)
<b>Mode of Delivery</b>	Part time
<b>Entry Requirements</b>	<p>The University's Standard Entry Requirements apply with the following additions/exceptions*:</p> <p>Tariff points as appropriate for the year of entry - up to date requirements are available through the <a href="#">courses database</a>.</p> <p>All applicants will have current Disclosure and Barring checks in accordance with University, Faculty, Employer and programme</p>

<b>PROGRAMME INFORMATION</b>	
	policies. On commencement of the programme all applicants will have an identified work-based practice supervisor.
<b>For Implementation From</b>	September 2020
<b>Programme Codes</b>	L510

<b>PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY</b>	
<b>First UVP Approval Date</b>	<i>Date of first UVP approval</i>
<b>Date of Last Revalidation (through Programme Enhancement Review)</b>	<i>Dates of subsequent PERs and revalidations</i>
<b>Next Programme Enhancement Review Date</b>	<i>Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)</i>



## **PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**

### **1. Overview**

This programme will prepare you to undertake the role of an Assistant Practitioner or other non-registered health and social care worker with a specified range of skills, working in partnership with others in a wide range of health and social care settings. On successful completion of the programme, you are eligible to apply for band 4 positions or equivalent within the NHS and private, voluntary and independent health and social care organisations.

It is delivered at partner institutions in collaboration with UWE which enables you to access services in both organisations, with associated benefits. You will study alongside your established employment, typically studying the classroom element for one day each week. On completion of the programme, you are eligible to progress to a full honours degree. Successful completion of the programme allows you to apply to join year 2 of the Nursing Associate FdSc or year 2 of the BSc (Hons) Nursing programme which leads to entry to the Nursing register, or you may be considered for transfer of credits to an Allied Health Professions programme. You may also be eligible to 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.

There is a significant work-based learning element in the programme as defined by the Foundation Degree benchmark statements and assessed in the practice modules in years one and two. Learning occurs in the workplace and draws on your current employment experience. This enables you 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, supporting you to deliver enhanced care to your patients.

This work-based learning focus ensures that the programme meets the specific development needs of both you as a student and your employer. It will increase your confidence in the workplace, enable you to use your increased knowledge to deliver evidence-based practice, and to develop skills in critical reflection.

### **2. Educational Aims**

- To prepare an Associate 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.
- To provide opportunities for the study and evaluation of the latest evidence related to practice.
- To enhance the quality of the workforce by enabling confidence and competence in new or existing roles. This will enhance a flexible service delivery with learning in parallel.
- To offer access and progression to people in the health and social care workforce providing easily identifiable routes to an academic award or career pathway.
- The programme also meets the Apprenticeship Standard for Assistant Practitioner

(Health)

**3. Programme Learning Outcomes**

## PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

### Programme (Learning) Outcomes (POs)

No.	PO Text
	<b>Knowledge and understanding of:</b>
PO1	Interprofessional communication and its application to practice
PO2	Anatomy and physiology that provides a foundation for specific practice knowledge
PO3	Behavioural science that underpins the scientific aspects of the undergraduate programmes
PO4	The political and policy context of health care
PO5	Ethical and legal principles that underpin practice and accountability
PO6	Research methods and their contribution to evidence based health and social care
PO7	Assessment and diagnostic skills relevant to their practice
PO8	The use and application of numbers
PO9	Study and computer skills and the use of information technology
PO10	Leadership, team and organisational structures
PO11	The fundamental needs of care
PO12	Cultural equality and diversity needs
	<b>Intellectual Skills:</b>
PO13	Identify relevant knowledge base appropriate to practice
PO14	Analyse and present information in an appropriate format
PO15	Engage in discussion and explore alternative viewpoints
PO16	Apply theoretical knowledge to the context of health and social care
PO17	Demonstrate the capacity for enquiry and problem solving
PO18	Organise and manage their own learning
PO19	Reflect on and evaluate their own learning
	<b>Subject, Professional and Practical Skills:</b>
PO20	Work effectively in a team and manage work priorities
PO21	Collaborate with a wide range of professionals
PO22	Utilise the skills of time management
PO23	Solve problems and prioritise by using a range of skills
PO24	Work at an appropriate technical and occupational level
PO25	Demonstrate leadership skills
	<b>Transferable Skills and other attributes:</b>
PO26	Communicate effectively, via relevant media, utilising appropriate language and recognising diversity and individual rights
PO27	Organise and clearly present relevant information to suit purpose, subject and audience
PO28	Plan own work schedule, set priorities and manage time effectively
PO29	Develop effective study skills
PO30	Use a range of information technology packages competently and effectively
PO31	Reflect on own practice and learning

4. Programme (Learning) Outcomes (POs) Mapping												
Programme Outcomes:	Knowledge and understanding of:	Module No: UZYSIJ-30-1	Module No: UZYSLK-30-1	Module No: UZYSLL-30-1	Module No: UZYSLM-30-1	Module No: UZYSRD-30-2	Module No: UZYSU6-30-2	Module No: UZYSRG-15-2	Module No: UZYSRC-15-2	Module No: UZYSRE-15-2I	Module No: UZYY7J-15-2	Module No: ZYAA4-30-2
PO1	Interprofessional communication and its application to practice		X	X	X	X	X	X		X		
PO2	Anatomy and physiology that provides a foundation for specific practice knowledge	X	X			X				X		
PO3	Behavioural science that underpins the scientific aspects of the undergraduate programmes			X	X			X		X		
PO4	The political and policy context of health care			X	X	X	X	X	X			X
PO5	Ethical and legal principles that underpin practice and accountability		X	X	X	X	X	X	X	X	X	X
PO6	Research methods and their contribution to evidence based health and social care							X	X		X	X
PO7	Assessment and diagnostic skills relevant to their practice	X	X			X		X		X		X
PO8	The use and application of numbers		X			X	X		X	X	X	X

#### 4. Programme (Learning) Outcomes (POs) Mapping

PO9	Study and computer skills and the use of information technology		X		X	X					X	X
PO10	Leadership, team and organisational structures					X	X	X				
PO11	The fundamental needs of care		X	X	X	X		X		X		X
PO12	Cultural equality and diversity needs		X	X	X	X				X		
PO13	Identify relevant knowledge base appropriate to practice	X	X	X	X	X		X	X	X	X	X
PO14	Analyse and present information in an appropriate format				X	X	X		X		X	X
PO15	Engage in discussion and explore alternative viewpoints			X	X		X				X	X
PO16	Apply theoretical knowledge to the context of health and social care		X	X	X	X	X	X	X	X	X	X
PO17	Demonstrate the capacity for enquiry and problem solving		X		X	X	X	X	X	X	X	X
PO18	Organise and manage their own learning					X			X		X	X
PO19	Reflect on and evaluate their own learning		X	X		X					X	X
PO20	Work effectively in a team and manage work priorities		X			X		X				

#### 4. Programme (Learning) Outcomes (POs) Mapping

PO21	Collaborate with a wide range of professionals		X			X		X			X	
PO22	Utilise the skills of time management		X			X					X	X
PO23	Solve problems and prioritise by using a range of skills		X			X		X		X	X	X
PO24	Work at an appropriate technical and occupational level	X	X			X				X		
PO25	Demonstrate leadership skills					X	X					
PO26	Communicate effectively, via relevant media, utilising appropriate language and recognising diversity and individual rights		X	X	X	X	X		X		X	X
PO27	Organise and clearly present relevant information to suit purpose, subject and audience		X		X	X	X	X	X	X	X	X
PO28	Plan own work schedule, set priorities and manage time effectively			X		X					X	X
PO29	Develop effective study skills	X		X	X				X		X	X

**4. Programme (Learning) Outcomes (POs) Mapping**

PO30	Use a range of information technology packages competently and effectively				X	X	X		X	X		X
PO31	Reflect on own practice and learning		X	X	X	X	X				X	X

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## PART B: PROGRAMME STRUCTURE

### 1. Structure (Full-time)

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

#### Year: 1

**Interim award:** Certificate Higher Education Health and Social Care Practice requires 120 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

#### Compulsory modules

Module Code	Module Title	Level	Credit
UZYSLJ-30-1	Anatomy and Physiology for Health	4	30
UZYSLK-30-1	Foundations of Practice	4	30
UZYSLL-30-1	Holistic Approaches to Care	4	30
UZYSLM-30-1	Person Centred Practice	4	30

#### Year: 2

**Highest award:** FdSc Health and Social Care Practice requires 240 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

#### Compulsory modules

Module Code	Module Title	Level	Credit
UZYSRD-30-2	Extending Practice	5	30
UZYSU6-30-2	Leadership for Quality Enhancement in Practice	5	30
UZYSRC-15-2	An Introduction to Research Methodologies and Methods	5	15
UZYY7J-15-2	Evidencing Work-Based Learning	5	15

#### Optional modules

30 credits required from the following optional modules list:

Module Code	Module title	Level	Credit
UZYYA4-30-2	Independent study	5	30
UZYSRE-15-2	Foundations of Assessment for Health and Social Care Practice	5	15



UZYSRG-15-2	Working Effectively with People with Complex and Long Term Health needs	5	15
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### **PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS**

Students will develop the range of skills and competencies required in a health or social care setting, underpinned by broad-based academic knowledge and understanding.

#### **QAA UK Quality Code for Higher Education**

Foundation Degree Characteristics statement (2015)

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

(<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>)

#### **Institute for Apprenticeships & Technical Education**

Apprenticeship Standards (<https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner/>)

#### **Skills for Health**

Career frameworks and qualification pathways (<https://www.skillsforhealth.org.uk/career-framework/?sec=qp>)

#### **UWE Strategy 2030 UWE**

#### **University policies**

### **PART E: REGULATIONS**

A: Approved to [University Regulations and Procedures](#)

It is the Award Board's responsibility to determine whether the student's attainment at FHEQ Level 3 is sufficient to progress to Level 4.

## **Marking Criteria**

Can be found in each module handbook

## **Policies and Procedures**

Policies relating to HE Students can be found on your VLE in the UCW Student Zone.