

**PROGRAMME SPECIFICATION**

**For the award of Foundation Degree (FdSc) Health and Social Care**

**Managed by the Faculty of Health and Life Sciences- Department of Nursing**

**Delivered by City of Oxford College, Solihull College and University Centre  
and Swindon College and Oxford Brookes University**

<b>Date approved:</b>	February 2017
<b>Applies to students commencing study in:</b>	September 2016

**RECORD OF UPDATES**

<b>Date amended*</b>	<b>Nature of amendment**</b>	<b>Reason for amendment**</b>

## SECTION 1: GENERAL INFORMATION

<b>Awarding body:</b>	Oxford Brookes University
<b>Teaching institution and location:</b>	City of Oxford College, Oxpens Road, Oxford, OX1 1SA Solihull College and University Centre, Blossomfield Road, Solihull, B91 1SA Swindon College, North Star Avenue, Swindon, SN2 1DY Oxford Brookes University, Marston Road Campus Jack Straws Lane, Marston OX3 0FL
<b>Language of study:</b>	English
<b>Final award:</b>	Foundation Degree (FdSc)
<b>Programme title:</b>	Health and Social Care
<b>Interim exit awards and award titles available:</b>	Cert HE (unnamed) upon completion of year 1
<b>Brookes course code:</b>	CV16, SH12, SW19, HC13
<b>UCAS code:</b>	City of Oxford College- L512 FdSc/HESC code 066 Solihull College and University Centre- L513 FdSc/HESC code 066 Swindon College- L514 FdSc/HESC code 066 Oxford Brookes University -
<b>JACS code:</b>	B790
<b>HECoS code:</b>	
<b>Mode of delivery:</b>	Full-time on campus
<b>Mode and duration of study:</b>	Two years Full-time 50% Taught and 50% Work Based learning
<b>QAA subject benchmark statement which apply to the programme:</b>	QAA FHEQ Level 5
<b>Professional accreditation attached to the programme:</b>	N/A
<b>University Regulations:</b>	The programme conforms to the University Regulations for the year of entry as published/archived at: <a href="http://www.brookes.ac.uk/regulations/">http://www.brookes.ac.uk/regulations/</a>  Specific Regulations for (Foundation Degree B1) also apply.

## **SECTION 2: WHY STUDY THIS PROGRAMME?**

The philosophy is to provide a programme in which the service user is central. The programme is designed to be responsive to your needs, relevant, accessible and broadens access to education whilst recognising the diverse roles of accountable professionals within the health and social care sector. The educational approach is holistic, supporting you to become an autonomous learner who, using an evidence based approach, is empowered to challenge poor practice and maintain standards. This programme is designed for students who either want to develop themselves into the specific role of Assistant Practitioners and Nursing Associates or who wish to progress onto another programme of study, thereby widening participation.

Individual development is fostered and developed through engagement with structured teaching and learning activities oriented towards developing existing practice competency. The programme recognises that your role is increasingly important in developing high quality person centred healthcare, and that failings in the delivery of health care, as outlined in the Francis Report (2013), can in part be attributed to the lack of a well- educated workforce. The healthcare professionals of 2020 will be reflective practitioners who identify and demonstrate the ability to apply knowledge to inform their own practice. You will recognise the expectations for compassionate, responsible and accountable practice, and you will have developed the capacity and motivations to continue to enhance your personal development.

This philosophy has a number of core drivers: The Francis Report (2013), The Cavendish Review (2013), The Willis Commission (2012), Skills for Health (2009 - Core Standards for Assistant Practitioners) Skills for Care (2013 - Code of Conduct for Support Workers and Adult Social Care Workers in England)

This Nursing Associate route has been developed to meet the draft Health Education England standards for preparation for the role of Nursing Associate. Students should be aware that the role of Nursing Associate will in due course be regulated by the NMC who will approve future programmes of preparation. HEE and the NMC have worked closely to develop the pilot curriculum for the Nursing Associate route; however, graduating from this route currently does not automatically entitle you to registration as a Nursing associate with the NMC.

## **SECTION 3: PROGRAMME LEARNING OUTCOMES**

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

### **3.1 ACADEMIC LITERACY**

An application of knowledge of conditions commonly seen within the delivery of health and social care  
A knowledge and understanding of national and local legislation and policies underpinning the delivery of health and social care.

A working knowledge of local and national agencies and resources available in delivering effective and efficient care.

### **3.2 RESEARCH LITERACY**

A knowledge and understanding of national and local legislation and policies underpinning the delivery of health and social care

Demonstrate the experience, skills, knowledge and attitude that underpin the delivery of evidence based, effective and efficient health and social care.

### **3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY**

*Updated May 2016*

Demonstrate the experience, skills, knowledge and attitude that underpin the delivery of evidence based, effective and efficient health and social care

Demonstrate the professional skills, knowledge, attitude and behaviour required to perform their role safely at the required professional level within health and social care settings

Practise in a compassionate, respectful way, maintaining dignity and wellbeing and communicating effectively

Work in partnership with other health and social care professionals and agencies, service users, carers and families ensuring that decisions about care are shared

Demonstrate development both personally and professionally throughout the course in order to fulfil their new role.

### **3.4 DIGITAL AND INFORMATION LITERACY**

A knowledge and understanding of national and local legislation and policies underpinning the delivery of health and social care.

A working knowledge of local and national agencies and resources available in delivering effective and efficient care.

Demonstrate the experience, skills, knowledge and attitude that underpin the delivery of evidence based, effective and efficient health and social care.

Deliver high quality care to service users in their field of practice.

### **3.5 ACTIVE CITIZENSHIP**

Act to safeguard the public and be responsible and accountable for, within their role boundaries, safe, person centred, evidence based health and social care practice.

## SECTION 4: CURRICULUM CONTENT & STRUCTURE

### 4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

#### Assistant Practitioner Route

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
U44500 – single	Study Skills for Foundation Degrees	15	4	compulsory	70% coursework 30% presentation
U44501 - double	Work Based Learning 1	30	4	compulsory	100% coursework
U44502- single	Science for Health and Social Care	15	4	compulsory	100% examination
U44505 – single	Applied Social Science	15	4	compulsory	100% coursework
U44503 – single	Specialist Skills for Care- Therapeutic Caring 1	15	4	compulsory	100% coursework With pass/fail practical exam
U44504 – double	Work Based Learning 2	30	4	compulsory	100% coursework
U44520 - single	Social Policy and Welfare Systems	15	5	compulsory	100% coursework
U44521 – single	Specialist Care Skills – Therapeutic Caring 2	15	5	compulsory	100% coursework
U44522 - double	Work Based Learning 3	30	5	compulsory	100% coursework
U44523 - single	Applying Evidence to Practice	15	5	compulsory	100% coursework
U44524 - single	Legal and Ethical issues for Care	15	5	compulsory	100% coursework
U44525 – double	Work Based Learning 4	30	5	compulsory	100% coursework

#### Nursing Associate Route

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
U44500 – single	Study Skills for Foundation Degrees	15	4	compulsory	70% coursework 30% presentation
U44501 - double	Work Based Learning 1	30	4	compulsory	100% coursework
U44505- single	Science for Nursing Associates	15	4	Alternative compulsory	100% examination
U43701 –	Applied Social Science	15	4	compulsory	100%

single					coursework
U44507 – single	Specialist Care Skills 1	15	4	Alternative compulsory	100% coursework With pass/fail practical exam
U44504 – double	Work Based Learning 2	30	4	compulsory	100% coursework
U44520 - single	Social Policy and Welfare Systems	15	5	compulsory	100% coursework
U44527 – single	Specialist Care Skills 2	15	5	Alternative compulsory	100% coursework
U44522 - double	Work Based Learning 3	30	5	compulsory	100% coursework
U44523 - single	Applying Evidence to Practice	15	5	compulsory	100% coursework
U44524 - single	Legal and Ethical issues for Care	15	5	compulsory	100% coursework
U44525 – double	Work Based Learning 4	30	5	compulsory	100% coursework

## 4.2 PROGRESSION AND AWARD REQUIREMENTS

The programme consists of twelve modules totalling 240 credits. A single module has 15 credits; a double one has 30 credits. Year 1 (Level 4) consists of six modules, including two doubles, equalling 120 credits. Year 2 (Level 5) consists of six modules, including two doubles, equalling 120 credits. The programme is completed full-time over two years.

Conditions for progression for full time students, normally 120 level 4 module credits must be achieved for progression from year 1 level 4 studies to year 2 level 5 studies.

For the **Assistant Practitioner** route, exceptionally, one of the 2 level 4 modules listed below may be trailed into year 2 at the Foundation Degree Exam Committee's discretion:

U44502 Science for Health and Social Care

U44505 Applied Social Science for Health and Social Care

The trailed module must be retaken when the module next runs.

For the **Nursing Associate** route, normally 8 level 4 module credits must be achieved for progression from year 1 level 4 study to year 2 level 5 study. Students may be given an additional period of up to 12 weeks to achieve any outstanding assessments or re-sits. In the event of a student requiring an additional period to redeem some element of an assessment, students may continue with their studies but they will be advised that should they be unsuccessful, they would be required to exit the programme. Students can progress into year 2 with a resit on a year one module. However, if they fail the resit they will need to exit the Nursing Associate route but credits can be used to continue on the Assistant Practitioner route.

## 4.3 PROFESSIONAL REQUIREMENTS

N/A

## SECTION 5: TEACHING AND ASSESSMENT

Our students learn in different ways, at different speeds and need a variety of opportunities to develop their skills, knowledge and attributes needed to be competent and confident professional care workers. The programme has been designed to have a wide range of teaching and learning methods. The

students will also have a wide range of staff to teach them in both the theory and the Work Based Learning modules. Staff work closely with carers and users to design and evaluate the programme and students may be taught by carers and / or users during your campus based teaching and will certainly learn from them in your workplace.

Throughout the programme, teaching and learning strategies adopted by Lectures will acknowledge and encourage a range of learning styles. The programme aims to provide a balance between provision of information and opportunities to assimilate actively, apply, question, debate and reflect critically. Teaching and learning strategies will:

- Introduce students to and encourage them to engage in new areas of knowledge. Students will also be given the opportunity to broaden and deepen their existing knowledge.
- Encourage students to engage in critical analysis of concepts, theories and practise and to test their analysis against received understandings and practices.
- Give students the opportunity to acquire practical experience in a range of activities relevant to their role in the commercial environment from empirical research to presenting their findings.
- Encourage students to engage in critical reflection. Students will be asked to reflect on new knowledge and understanding and on their own experiences.

Students will have a whole module on Study Skills which will allow them to practice academic writing, learn how to use sources and reference them in an acceptable academic style, how to appraise literature and how to use reflection in their work and writing.

Over the duration of the programme students will be expected to practice presentation skills, how to pass on information in an appropriate manner and how to produce education aids using IT skills. Students will become familiar with searching the Web, how to discriminate between peer reviewed and other sources of information in journals and on the Web. Students will be shown how to use and access the Library services, on-line policies and procedures, as well as programme specific documents and forums. The majority of the programme is taught in class seminar groups (sometimes broken down into smaller groups) encouraging student participation.

The principles of Brookes Assessment Compact are demonstrated in this programme through:

1. An emphasis on formative assessment and feedback
- 2 Support in developing self-assessment skills
- 3 Student input into the design of the assessment and marking processes
- 4 Negotiation of specific competencies within work based learning.

## **SECTION 6: ADMISSION TO THE PROGRAMME**

### **6.1 ENTRY REQUIREMENTS**

Students will normally be in employment and must be able to continue working in an appropriate setting whilst undertaking the Work Based Learning component of the Foundation Degree.

Each application will be considered on an individual basis following the University principle of widening access to those who might not have the traditional academic entry criteria to degree level awards.

Normally the requirement would be:

- the equivalent of 3 GCSE passes at C grade or above, including Mathematics and English Language or
- an equivalent vocationally related qualification such as NVQ 3 in health and social care - and evidence of ability to study at academic level 4
- evidence of support from their employer
- a current acceptable DBS and Occupational Health clearance

**Further details and admissions requirements, including English Language, can be found on the Oxford Brookes website.**

## **6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED**

For non self-funding students, the managers support form specifically asks for a signature to ensure up to date enhanced DBS checks. Students will be asked to provide evidence of their mandatory training at the beginning of each year of study as well as a self declaration in relation to the DBS status. For those non-funded students, it is the College's responsibility to ensure up to date enhanced DBS checks have been done.

## **SECTION 7: PREPARATION FOR EMPLOYMENT**

The award gives students the opportunity to apply for Band 4 Assistant Practitioner roles within health and social care. Students on the Nursing Associate pilot route will be eligible to apply for Band 4 assistant practitioner and may be eligible for nursing associate roles as these are developed. Some of the students have gone on to further study, for example, BSc in Adult Nursing, BSc in Mental Health Nursing and BSc in Social Work. Students can also complete a full degree through the Health Sciences Open Award.

Employers provide the placements in which the students undertake their work based learning (which accounts for 50% of the programme) and this provides an opportunity for students to gain practical work experience in a Health and Social Care setting.

Visiting speakers from many clinical areas of health and social care are invited to come and lead sessions with the students.

Expert patients are invited to come and speak to the students.