



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Healthcare Practice
Qualification	Foundation Degree FdSc
FHEQ Level	Level 5
Intermediate Qualification(s)	None
Awarding Institution	University of Bedfordshire
Location of Delivery	AB, AC, AP, Off Campus in workplace settings
Mode(s) of Study and Duration	Full time over 2 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
UCAS Course Code	Not applicable
External Benchmarking	FHEQ qualification descriptors for level 5: foundation degree (QAA 2014) QAA Characteristic Statement for Foundation Degrees (QAA, 2015) Core Standards for Assistant Practitioners (Skills for Health 2009)
Entry Month(s)	October and February

Why study this course

This course will develop your approach to evidence based healthcare practice by advancing your knowledge and skills. You will be provided with supported work-based learning experiences to enable you to embed your learning into practice. The course is designed and delivered in partnership with local employers and service users and offers a practice-led and competency-based curriculum based upon the NHS Constitution and its inherent values. There is a strong emphasis on work based learning which will facilitate and enhance your development. Participation in this course will assist you to improve service users' experiences of healthcare and extend your scope of practice, subject to employer needs.

Educational Aims

This course aims to equip you with the knowledge and skills to extend your scope of practice in order to enhance the quality of services and patient care. The course will prepare you to work in accordance with the principles and philosophy of the NHS Constitution and to practice safely and effectively to protect the public. A key aim of the course is to provide learning that is vocationally relevant in meeting your professional development within your area of employment and to equip you with the fundamental knowledge and skills for lifelong learning. The curriculum is designed to meet the changing context of care provision and this flexibility is intended to enhance your career choices as well as providing a progression route onto professional degree courses in health or social care

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
ASP006-1	4	15	Introduction To Study Skills	Core
ASP007-1	4	15	Project Preparation For Healthcare Practice	Core
ASP008-1	4	30	Health And Well-Being: Improving Lives	Core
ASP010-1	4	30	Person-Centred Care	Core
ASP009-1	4	30	Foundations In Values-Based Practice (WBL)	Core
ASP006-2	5	30	Safeguarding Health And Wellbeing	Core
ASP007-2	5	30	Health Care Policy And Quality	Core
ASP008-2	5	30	Enhancing Care In Practice (WBL)	Core
ASP009-2	5	30	Embedding NHS Values In Practice (Project)	Core

Course-Specific Regulations

Variation to University regulations is required for:

- entry criteria
- assessment regulations: there will be no aggregation within units that contain practice based assessments. This is to enable the course to be mapped against professional standards so that students who successfully complete the course can apply via the Recognition of Prior Learning (RPL) process to be accepted onto year two of the pre-registration nursing course.
- engagement requirements: students must complete a minimum of 675 hours of work-based learning over 2 years to be eligible to RPL onto year two of the pre-registration nursing course.

Entry requirements

The standard entry requirement is UCAS tariff score of between 80-120 points based on level 3 studies which should normally include an NVQ level 3 or equivalent in a health related topic.

Additional

You must:

- have 4 GCSE grades A-C including Maths and English **OR** An NVQ level 2 qualification in both Maths and English
- be in current employment as a healthcare support worker (Band 2, 3, or 4)
- have at least 1 years work experience as a healthcare support worker
- be working in a healthcare environment in either the NHS or private, voluntary or independent sector for a minimum of 3 days per week (22.5 hours)
- have the full support of your line manager for study leave and mentor support (letter of support is required)

Applicants who meet the above entry criteria will be invited for interview to assess numeracy, literacy and NHS values and behaviours. Potential students will complete the University's application form¹ rather than apply through UCAS.

Additional Course Costs

There is no cost to the student for fees for the duration of the course at present. You should discuss travel payments, to other practice placements, with your employer prior to commencing the course. It is left to your employer as to whether or not travel payments are made or whether you will be expected to meet this cost. You will be required to pay for parking costs at both practice placement sites and whilst at the University. You are expected to provide a current DBS clearance (fees and information can be accessed here: <https://www.gov.uk/disclosure-barring-service-check/overview>) and join the update service at a cost of £13 per year. Other costs include,

- a fob watch
- stethoscope
- stationery (files, paper and pens)
- printing of assignments (where necessary)

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- assist in the delivery of safe, high quality, compassionate patient care that reflects the values of the NHS
- work in collaboration with colleagues in healthcare teams to deliver evidence based care
- support and mentor junior staff in the delivery of safe high quality values based care
- Recommend alternative ways of delivery care and effectively communicate the rationale behind their decision in verbal and written formats, appropriate to audience and purpose.
- Demonstrate resourcefulness and creativity when suggesting or implementing change intended to make a positive difference to the quality of the patient experience.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

¹ <http://www.beds.ac.uk/howtoapply/course/applicationform/>

1. Apply a range of subject specific and transferrable knowledge and skills to support your continuing development as a healthcare practitioner.
2. Analyse a range of academic theories and concepts to enhance your work performance within multicultural environments and across organisational boundaries
3. Analyse the evidence on which care decisions are based in order to promote the development of values based care and quality of healthcare practice
4. Plan, implement and manage tasks, under the supervision of a registered practitioner, drawing on relevant sources of evidence, to improve quality of healthcare.
5. Adhere to expected standards of behaviour within the workplace showing awareness of personal responsibility and codes of conduct appropriate to your field of practice.

PSRB details

Not applicable. However, the course has been designed to map against year 1 of the pre-registration nursing course (Nursing and Midwifery Council approved), to enable successful students to apply through the recognition of prior-learning (RPL) process to be accepted on to year two of the pre-registration course. In such circumstances NMC professional standards will be applied.

Learning and Teaching

Learning is based primarily within the workplace with attendance at University to develop your theoretical knowledge.

This course is distinctive in the following ways:

- Students will benefit from learning within a multi-disciplinary environment.
- External agencies, patients, carers and service user involvement will support students to view healthcare provision within the wider context of the service user point of view.
- Service users will be invited to contribute to the learning process in a variety of ways. These include participating in the recruitment and selection of applicants, co-assessing presentations with lecturers, and contributing to the assessment of students undertaking clinical practice based skills. Service user involvement will thus enrich the learning process and support the enhancement of theory based practice within the workplace.
- It teaches and assesses both the practical delivery and the theoretical underpinning of healthcare practice in the context of NHS values and behaviours.
- Student learning will be supported by the University's Virtual Learning Environment (BREQ) and enhanced by the use of simulation.
- Through the use of case studies and reflection, students will have the opportunity to explore the wider context of health, for example, analysing pertinent health policies, health promotion and healthcare models.
- There are opportunities for students to learn about service improvement as they will identify and plan a service development proposal that will benefit their workplace and service user experience.
- Students will be supported during the work-based learning elements of the course by practice mentors and members of the course teaching team who will visit students, working closely with them and their mentors.

Assessment

The course assessment strategy is closely aligned to the teaching and learning strategy which is designed to have: immediate relevance to practice; draw on expertise-by-experience; foster active learning and be learner-centred in approach. A distinct feature of the course is the range of assessment tasks, including those that allow you to undertake workplace relevant assessments that can have an immediate impact in practice. Examples include: written assignments ranging from reflective pieces to academic essays culminating in a project at Foundation degree level, assessed practice within the student's workplace; computer based examinations and oral presentations.

Your use of professional and theoretical literature will increase in complexity, depth and breadth as you progress through the course. In the first year, you will be expected to demonstrate knowledge and understanding of the evidence-based literature and apply this to practice. In contrast, the second year will demand deeper analysis and evaluation of the literature and its applications. For example, you will develop your ability to study and practice more independently. You will be expected to identify a subject that particularly interests you based upon the NHS values, and propose a service improvement project supported by appropriate literature.

Assessments of your clinical skills will begin with observation of the care you provide to patients/service users during work-based learning experiences. Expectations of the levels of skill demonstrated by students will increase over time and by the final assessments you will be expected to manage more complex and challenging encounters in a non-judgemental, empathic manner in accordance with NHS values.

Formative assessment is used within units to enable you to gain feedback from your lecturer, and on occasion peers, to support and enhance your development and progress towards the summative assessments. A variety of strategies at the formative stage will be employed, tailored to best suit the summative assessment. An example of a formative assessment used within the course includes a discussion in class with peers and lecturer based on an anonymised case study which will be developed later within an essay for the summative assessment. In another unit you will engage in a formative in-class reflection on the communication methods you have employed within your work place. The reflective model or framework used during this exercise is relevant to the summative assessment.

Assessment Map

Week of unit:

Unit Code	C/O	1-5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	35	40	43			
Year 1																																	
ASP006-1	C		CW - Ess									EX-CB																					
ASP007-1	C									WR -I	WR -I																						
ASP008-1	C																CW -CS									Ex-CB							
ASP010-1	C											PR-Ora I											CW -CS										
ASP009-1	C																												CW - RW		PR-Plac		
Year 2																																	
ASP006-2	C																		PR-Ora I														
ASP007-2	C		PR-Ora I																						CW - Ess								
ASP009-2	C												PR-Ora I																	PJ-Proj			
ASP008-2	C																														PR-Port	PR-OT/PR-Plac	

Developing your employability

Students undertaking this course are already employed in a healthcare role. On completion of the foundation degree, successful students will be eligible to apply for advanced healthcare posts (NHS bands 3-4). For example, within Health Education East of England foundation degrees are recognised as the main qualification required for the role of Assistant Practitioner at employment band 4.

Successful students who work within a nursing environment, and have met the NMC entry criteria for nursing, will be eligible to apply for recognition of prior learning (RPL) as entry to the BSc (Hons) Nursing, in year two, at this University.

After Graduation

Students undertaking this course are already employed in a healthcare role and it is anticipated that you will continue to work within your place of current employment after graduation as an Assistant Practitioner.

Those students who wish to pursue their academic studies and top up their foundation degree to a full honours degree will be eligible to apply for direct entry to year two of the pre-registration nursing course leading to registration with the Nursing & Midwifery Council (NMC).

Other courses at the University of Bedfordshire that might interest you include:

- BSc (Hons) Operating Department Practice
- BSc (Hons) Midwifery (3 year course)
- BSc (Hons) Paramedic Science
- BSc (Hons) Psychology
- BSc (Hons) Health and Social Care

Additional Information

Each unit of study has placement hours attached to facilitate meaningful learning. You may, in discussion with your employer, experience placement visits to other health and social care settings.

Student Support during the course

The University of Bedfordshire provides a range of central support services. These include academic advice and support, health and well-being services and guidance with regards to financial matters. All students have access to the University's Professional and Academic Development (PAD) team and the Student Information Desk (SID), which provides the gateway to a range of specialist advice and assistance. Students may be required to undergo diagnostic testing for academic and/ or professional English language abilities, and may further be required, to participate in academic English support workshops or classes provided by the University. Support services are detailed within the student support area of the University website at: <http://www.beds.ac.uk/studentlife/student-support>.

Your course team will also provide a range of support with your studies. This includes the allocation of a named Personal Academic Tutor (PAT), who will guide you through your studies. This will involve personal and group tutorials, placement meetings, academic support and monitoring of academic and professional development. The PAT will also provide the link between the University and the work place and ensure that your professional and academic progress is monitored and supported. You will be given timely feedback on assessments, with suggestions on how to further improve your work.

All partner healthcare organisations sending students on the foundation degree will be required to identify a named work place mentor who is a registered practitioner from the field

of practice in which the student works. The role of the mentor is to facilitating the learning of the student during the work-based learning components of the course.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	<p>We actively encourage applications from people with disabilities and will ensure that reasonable adjustments are made to assessment tasks in order that they are not disadvantaged, where possible given the requirements of clinical practice. Once an applicant with a disability has been accepted on to the course, we will work with them to identify their individual needs in relation to attending and successfully completing the course. Reasonable adjustments to the way the course is delivered and assessed will be made so that students with a disability are not disadvantaged.</p> <p>If a student has specific needs (e.g. dyslexia, dyspraxia, visual or hearing impairment, mobility issues) that may require additional resources (i.e. aids or adaptations) it is important that they notify the course co-ordinator of these needs at the earliest opportunity so that appropriate arrangements can be made to ensure equality of opportunity.</p>
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ² ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	All staff involved in interviews have equality and diversity training.
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

² Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Administrative Information – Faculty completion	
Faculty	Health and Social Sciences
Portfolio	Allied Health Professions and Midwifery
Department/School	School of Healthcare Practice
Course Coordinator	Jackie Cashmore
Trimester pattern of operation	The course operates over the following trimesters: Oct (Trimester 1), Feb (Trimester 2), June (Trimester 3)
PSRB renewal date (where recognised)	Not applicable
Version number	1/18
Approved by (c.f. Quality Handbook ch.2)	FTQSC
Date of approval (dd/mm/yyyy)	Sept 2018
Implementation start-date of this version (plus any identified end-date)	October 2018
Study model type (e.g. study centre)	

Form completed by:

Name: Amanda Willetts

Date: 14/09/2018

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

J. C. Craft

Date: 16/01/19

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
Sept 2018	AA removed from location of delivery and replaced with AP. Proposed new submission dates included in assessment map	18-38

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Healthcare Practice
Qualification	Foundation Degree FdSc
Route Code (SITS)	FDHCPAAF
Faculty	Health and Social Sciences
Department/School/Division	School of Healthcare Practice
Version Number	1/18

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	ASP006-1	ASP008-1	ASP009-1	ASP007-1	ASP010-1	ASP006-2	ASP007-2	ASP009-2	ASP008-2		
Level	4	4	4	4	4	5	5	5	5		
Credits	15	30	30	15	30	30	30	30	30		
Core or option	C	C	C	C	C	C	C	C	C		
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>										
1	LO1	LO1, LO2	LO1, LO2	LO1	LO2	LO1	LO2	LO1	LO1, LO2		
2	LO1, LO2	LO1, LO2	LO1, LO2	LO2	LO1	LO1, LO2	LO1, LO2	LO1	LO1, LO2		
3	LO1, LO2	LO1, LO2	LO1, LO2	LO2	LO1	LO1, LO2	LO1, LO2	LO2	LO1		
4	LO1		LO1, LO2	LO1	LO2	LO1, LO2	LO1	LO1	LO1		
5			LO2	LO2	LO2	LO2	LO2	LO1	LO2		

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	Foundation Degree Healthcare Practice FHEQ qualification descriptors for level 5: foundation degree (QAA 2014)
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FHEQ Descriptor for a higher education qualification	Level 5	Course Learning Outcome(s)							
		1	2	3	4	5			
Foundation degrees are awarded to students who have demonstrated: <ul style="list-style-type: none"> Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed 			✓	✓					
<ul style="list-style-type: none"> Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context 	✓	✓	✓						
<ul style="list-style-type: none"> Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study 		✓	✓	✓					
<ul style="list-style-type: none"> An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge 				✓	✓				
Typically, holders of the qualification will be able to: <ul style="list-style-type: none"> Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis 	✓	✓	✓						
<ul style="list-style-type: none"> Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively 	✓	✓							
<ul style="list-style-type: none"> Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations 	✓			✓	✓				
And holders will have: <ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making 	✓	✓	✓		✓				

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA Characteristic Statement for Foundation Degrees (QAA, 2015)	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Foundation degree graduates are able to demonstrate:		
<ul style="list-style-type: none"> knowledge and critical understanding of the established principles in their field of study, and understanding of the limits of their knowledge 		<ul style="list-style-type: none"> Reflected in course and unit learning outcomes Tested by unit assessments
<ul style="list-style-type: none"> knowledge of the main methods of enquiry in the subject and the ability to use established techniques to undertake critical analysis of information in order to propose solutions 		<ul style="list-style-type: none"> Reflected in course and unit learning outcomes Tested by unit assessments
<ul style="list-style-type: none"> the ability to evaluate critically the appropriateness of different approaches to solving problems and to apply these in a work context 		<ul style="list-style-type: none"> Reflected in course and unit learning outcomes Tested by unit assessments
<ul style="list-style-type: none"> the ability to apply their knowledge and skills to new situations, including in the workplace 		<ul style="list-style-type: none"> Reflected in course and unit learning outcomes Tested by unit assessments
<ul style="list-style-type: none"> effective communication skills in a variety of forms and for a range of audiences 		<ul style="list-style-type: none"> Reflected in course and unit learning outcomes Tested by unit assessments
Foundation degree graduates have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. They are able to undertake further training, develop existing skills and acquire new competences		<ul style="list-style-type: none"> Reflected in course and unit learning outcomes Tested by unit assessments

Professional body or other external reference points	Core standards for Assistant Practitioners (Skills for Health 2009)	Evidence <i>How the course takes account of Professional body or other external reference points</i>
The Assistant Practitioner should be competent in the following areas:		
Store and Retrieve Information		Introduction to study skills ULO1 Foundations in values-based practice (WBL) ULO1&2
Use IT to exchange information		Introduction to study skills ULO1 Foundations in values-based practice (WBL) ULO1&2
Provide basic life support		Foundations in values-based practice (WBL) ULO2
Reflect on and evaluate your own values, priorities, interests and effectiveness		Introduction to study skills ULO1

	Project Preparation for Healthcare Practice ULO1 Enhancing care in practice (WBL) ULO2
Synthesise new knowledge into the development of your own practice	Introduction to study skills ULO1&2 Project Preparation for Healthcare Practice ULO2 Embedding NHS values in practice (project) ULO1 Enhancing care in practice (WBL) LUO 1&2
Communicate effectively with individuals	Introduction to study skills ULO1 Foundations in values-based practice (WBL) ULO2 Safeguarding Health and Wellbeing ULO2
Audit your own work practice	Project Preparation for Healthcare Practice ULO1 Embedding NHS values in practice (project) ULO1&2
Act within the limits of your competence and authority	Person-centred Care ULO2 Enhancing care in practice (WBL) ULO2 Safeguarding Health and Wellbeing ULO1&2
Comply with legal requirements for confidentiality	Foundations in values-based practice (WBL) ULO1&2 Embedding NHS values in practice (project) ULO2 Safeguarding Health and Wellbeing ULO2
Support the health and safety of self and others	Foundations in values-based practice (WBL) ULO 1&2 Person-centred Care ULO1&2 Safeguarding Health and Wellbeing ULO1&2
Develop your knowledge and practice	Introduction to study skills ULO1&2 Foundations in values-based practice (WBL) ULO1&2 Health and well-being: improving lives ULO1&2 Healthcare Policy and Quality ULO1&2 Person-centred Care ULO1&2 Embedding NHS values in practice (project) ULO1&2 Enhancing care in practice (WBL) ULO1&2
Ensure your actions support the care, protection and well-being of individuals	Introduction to study skills ULO2 Person-centred Care ULO2 Enhancing care in practice (WBL) ULO1&2 Safeguarding Health and Wellbeing ULO1&2
Ensure your actions support equality, diversity and responsibilities of others	Healthcare Policy and Quality ULO1&2 Person-centred Care ULO1&2
Contribute to the effectiveness of teams	Person-centred Care ULO1 Safeguarding Health and Wellbeing ULO1&2
And where appropriate:	
Allocate and check work in your team	Introduction to study skills ULO1 Person-centred Care ULO1&2
Where Assistant Practitioners have a Clinical Role:	
Contribute to care planning and review	Introduction to study skills ULO1

	Foundations in values-based practice (WBL) ULO2 Safeguarding Health and Wellbeing ULO2
Form a professional judgement of an individual's health condition	Foundations in values-based practice (WBL) ULO2 Person-centred Care ULO2
Make sure your actions contribute to a positive and safe working culture	Person-centred Care ULO1&2 Safeguarding Health and Wellbeing ULO1&2 Healthcare Policy and Quality ULO2
Prepare individuals for clinical/therapeutic activities	Foundations in values-based practice (WBL)
Support individuals during and after clinical/therapeutic activities	Foundations in values-based practice (WBL)
Prepare the environment for clinical/therapeutic activities	Foundations in values-based practice (WBL)
Monitor and manage the environment and resources during and after clinical/therapeutic activities	Foundations in values-based practice (WBL)
Assist the practitioner to implement clinical/therapeutic activities	Introduction to study skills ULO2 Foundations in values-based practice (WBL) Safeguarding Health and Wellbeing ULO1
Communicate and complete records for individuals	Introduction to study skills ULO1&2
Perform hand hygiene to prevent the spread of infection	Foundations in values-based practice (WBL)