

**Programme Specification Foundation Degree: Science Health and Social Care (Supporting Long Term Care)**

<b>PART 1: COURSE SUMMARY INFORMATION<sup>1</sup></b>		
Awarding body	University of Brighton	
School	Nursing and Midwifery	
Faculty	Faculty of Health & Social Science	
Partner institution(s)		
	<b>Course status</b>	Validation
	<b>Host Department</b>	
Location of Study/campus		
Professional, Statutory and Regulatory Body		
<b>Award and titles</b>	<b>Award</b>	<b>Title</b>
Final award	Foundation Degree Science 120 level 5 credits and 120 level 4 credits (max 30 credits at level 0/3 may be included)	Health and Social Care (Supporting Long Term Care)
Intermediate award	Foundation Certificate Science 120 level 4 credits (max 30 credits at level 0/3 may be included)	Health and Social Care (Supporting Long Term Care)
Intermediate award		
Intermediate award		
<b>Mode of study</b>	<b>Duration of study (standard)</b>	<b>Maximum registration period</b>
Full-time	2 years	4 years
Sandwich		
Part Time		
Distance		
Start date for programme (month/session)	September 2008	
<b>Course codes/categories</b>		
JACS code		
UCAS code		
QAA Subject Benchmark		
CATS points for course	<b>240 Credits</b>	
<b>Admissions Agency</b>		
UCAS		
GTRR		
NMAS		
Direct to School	Direct to School of Nursing and Midwifery	
<b>Admissions criteria</b>		
All candidates must have		
<ul style="list-style-type: none"> <li>➤ Satisfactory CRB clearance.</li> <li>➤ Satisfactory occupational health examination</li> <li>➤ employer support and a guarantee of work based supervision from an appropriately qualified work based practice supervisor</li> </ul>		

<sup>1</sup> Information from Part 1 is entered onto the courses database

- 3 GCSE's at grade C or above preferably including English Language, Mathematics and a Science
- Or one A level
- or a BTEC National Diploma or Certificate
- Applicants with experience of working in the health sector and /or NVQ at level 3 (with Key skills level 2 in Maths and English) will be assessed on an individual basis using evidence of accreditation and/or experiential learning (APL).
- Evidence of study at QAA level 2 within the last 5 years. Students who have not studied beyond level 1 and who have no APL at a higher level will be asked to take a study skills module prior to commencement of the programme
- Other qualifications that have equivalence to the above will be considered by the course leader
  
- IELTS 6.0 overall , 6.0 in writing (For non-native speakers of English)

#### **Contacts**

Foundation Degree Framework Co-ordinator	Ivan Birch
School of Nursing Co-ordinator	Rosemary Gaudoin
Route Leader	Sue Ball

#### **Examination and Assessment**

External Examiner(s)	Michael Farquharson, Judith Scotter, Julie MacLeod, Ian Woods
Examination Board(s) (AEB/CEB)	To be established in School of Nursing and Midwifery

#### **Approval/start dates**

Start date (month/session)	September 2008	
	<b>Approval date</b>	<b>Review date</b>
Validation	May 2008	May 2013
Programme Specification		Republished Sept 09 with changes to level descriptors and progression information

**PART 2: COURSE DETAILS**

**AIMS AND LEARNING OUTCOMES**

<b>Aims:</b>	<p><b>The aims of the programme are:</b></p> <ul style="list-style-type: none"><li>▪ To develop the academic skills and refine the practice skills of the non-professional healthcare workforce in assistant and associate practitioner technician and support worker roles.</li><li>▪ To enable students who would not otherwise enter higher education to access this via the accreditation of vocational learning</li></ul>
<b>Learning outcomes</b>	<p><b>The outcomes of the programme provide information of how the primary aims are demonstrated in students following this programme:</b></p> <p><b>1. Knowledge and understanding</b></p> <ul style="list-style-type: none"><li>➤ fundamental principles of sociology, psychology, social policy, law, ethics and professional issues relevant to healthcare</li><li>➤ fundamental principles of life sciences</li><li>➤ communication theory and interpersonal relationships</li><li>➤ principles of health and safety and risk assessment</li><li>➤ research methods and evidence based practice</li><li>➤ the impact of culture on health and healthcare</li></ul> <p><b>2. Cognitive skills</b></p> <ul style="list-style-type: none"><li>➤ assess clinical situations</li><li>➤ analyse clinical information</li><li>➤ plan appropriate interventions within their sphere of competence</li><li>➤ reflect on practice</li><li>➤ evaluate research to inform practice</li><li>➤ maintain knowledge and competence</li></ul> <p><b>3. Key skills</b></p> <p><b>Information skills</b></p> <ul style="list-style-type: none"><li>➤ Assess and evaluate evidence and information from a range of sources.</li><li>➤ collect and interpret data informing practice</li><li>➤ participate in web based learning</li><li>➤ Use ICT to enhance learning</li></ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"><li>➤ Implement and justify decisions using a structured approach</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>➤ Develop inter-personal skills and self awareness</li><li>➤ Construct an academic essay</li><li>➤ Defend an academic argument</li><li>➤ Acknowledge and analyse alternative arguments</li></ul>

	<ul style="list-style-type: none"> <li>➤ Make accurate and contemporaneous records</li> <li>➤ Integrate and participate in a multi disciplinary and multi agency team</li> <li>➤ Use electronic forms of communication</li> <li>➤ Maintain appropriate confidentiality</li> </ul> <p><b>Application of number</b></p> <ul style="list-style-type: none"> <li>➤ Understand and assist in calculations, interpretation and the presentation of numerical data.</li> </ul> <p><b>Information technology</b></p> <ul style="list-style-type: none"> <li>➤ Use computer based systems and electronic technology in both clinical and academic work.</li> <li>➤ Understand the function and limitations of ICT in healthcare</li> </ul> <p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>➤ Set realistic goals</li> <li>➤ Construct learning plans</li> <li>➤ Access support</li> <li>➤ Use a range of learning resources</li> <li>➤ Use a reflective learning cycle</li> </ul> <p><b>4. Practice skills</b></p> <ul style="list-style-type: none"> <li>➤ Specific National Occupational Competencies</li> </ul>
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**PROGRAMME STRUCTURE**

The programme has a modular structure, based on university GEAR and Foundation Degree Guidelines (2007). It is predicated on work based learning. Students therefore study 1 day per week in university and 2 days in practice in a supernumerary role supervised by work based supervisors. The taught modules are divided approximately between 30% core 70% route specific in line with Sector Skills Council (Skills for Health) recommendations for Foundation Degrees in Health. Students exiting with a Foundation Certificate must achieve 120 credits. A maximum of 30 credits may be at level 0 and the remainder at level 4. Students must achieve an additional 120 level 5 credits to be awarded the Foundation Degree

Level 4 (module codes)	Status*	Module Title	Credit
SB101	Optional/mandatory	Communication In Health Care	10
SB102	Optional/mandatory	Working in Healthcare	20
SB103	Optional/mandatory	Fundamentals of Care	20
SB104 SB001	Optional/mandatory	Applied Life Science (Elementary) or Applied Life Science (Foundation) (Level 0)	10
SB105 SB002	Optional/mandatory	Introduction to Life Science (elementary) or Introduction to Life Science (Foundation) (Level 0)	10
SB106 SB003	Optional/mandatory	Studying in Higher Education or Learning to Study in Higher Education (Level 0)	10

SB107	Optional/ mandatory	Work Based Learning Module 1	20
SB108	Optional/ mandatory	Work Based Learning Module 2	20
<b>Level 5</b>			
SB201	Optional/ mandatory	Evidence Based Practice	20
SB202	Optional/ mandatory	Current Issues in Practice	10
SB203	Optional/ mandatory	Project planning	10
SB204	Optional/ mandatory	Work based project	20
SB205	Optional/ mandatory	Practice Skills Development	20
SB208	Optional/ mandatory	Rehabilitation for the Older Person	20
SB209	Optional/ mandatory	People and Dementia	20

<b>Section 1.01 LEARNING, TEACHING AND ASSESSMENT</b>	
<b>Learning and teaching</b>	<p>Work based learning strategies supported by work based supervisors and educational advisers will provide the predominant teaching and learning strategy supported by classroom teaching in the form of seminars, discussion groups, group work, problem base learning and lectures. Students will be encouraged to use web internet and electronic sources of learning and engage in on line debate and discussion.</p> <p>Year 1 4 x10 credit taught modules each has 100hours study  2 x 20 credit taught modules each has 200 hours study  2 work based learning 20 credit modules each with 30 days Associated supernumerary practice.</p> <p>Year 2 2 x 10 credit taught modules each has 100hours  3 x 20 credit taught modules each has 200 hours study  2 work based learning 20 credit modules each with 30 days associated supernumerary practice</p>
<b>Assessment</b>	<p>Theoretical assessments are assessed by: written assignments; multiple choice examination; presentations; observed clinical simulations</p> <p>Workbased learning is assessed using National Occupational Standards and School of Nursing and Midwifery Skills bank protocols and by portfolio development</p>

<b>REGULATIONS</b>	
<b>Regulations</b>	<p>The course regulations are in accordance with the University's <i>General Examination and Assessment Regulations</i> (available from the school office or the Registry).</p> <p><u>Course specific regulations</u></p> <ol style="list-style-type: none"> <li>i. Students must normally pass 120 credits at the end of year 1 to proceed to year 2. (30 of these credits can be studied at level 0)</li> <li>ii. At the end of year one it is possible to leave the programme with a Foundation Certificate if all of the year one credits have been achieved</li> <li>iii. Students with relevant prior learning may make an AP(E)L claim (accreditation of prior learning) for a maximum of 60 credits at level 4. All students <b>must</b> study Communication in Health Care, Working in Health Care; the route related Fundamentals of Care and the Applied Life Science modules.</li> <li>iv. In accordance with the University of Brighton policy and guidance on foundation degrees (2007) criteria for the award of pass, merit and distinction Will be as follows: <ul style="list-style-type: none"> <li>➤ Students will be deemed to have passed where they can demonstrate achievement of the learning outcomes, in accordance with the University of Brighton's General Examination and Assessment Regulations for Taught Courses.</li> <li>➤ The criterion for the award of distinction is set universally at a minimum of 70% or above achievement overall in the level 5 modules.</li> <li>➤ The criterion for the award of merit is a minimum of 60-69% achievement overall in the level 5 modules.</li> </ul> </li> </ol> <p><u>Exceptions to GEAR</u> none</p>

**Section 1.02 PROFESSIONAL AND STATUORY BODY DETAILS (optional)**

N/A

**Section 1.03 LEARNING SUPPORT****Central support: all students benefit from:**

University induction week  
 Student Handbook  
 Course Handbook  
 University and NHS library facilities  
 Computer pool rooms  
 E-mail address  
 Student services  
 Personal tutor for advice and guidance  
 Workbased supervisor  
 Educational adviser

**Course specific: in addition, students on this course benefit from:****Section 1.04 ADDITIONAL INFORMATION**

More detailed information about the course can be found in a range of documents, including

Definitive Course Document  
 Student Handbook  
 Studentcentral  
 University Student Handbook  
 General Examination and Assessment Regulations for Taught Courses#

Students who successfully complete the **Foundation Degree Science Health and Social Care (Supporting Long Term Care)** will be guaranteed an interview for the BA (Hons) Health Studies or the BSc (Hons) Multidisciplinary Healthcare top-up degrees offered by the University of Brighton.

**Section 1.05 QUALITY INDICATORS**

This section details external indicators of the quality of the provision

QAA Subject Review outcome and date	
National student awards	
Professional accreditation: [full details of professional accreditation can be found under course structure]	