

# Foundation Degrees

INFORMATION FOR HEALTH AND SOCIAL CARE SUPPORT WORKERS

FACULTY OF HEALTH & SOCIAL CARE 2010/2011



Acute Care  
Business and Administration  
Children and Families  
Clinical Imaging  
Community Practice  
Dementia Care  
Enabling Independence  
Health and Social Care  
Mental Health  
Occupational Therapy  
Ophthalmology  
Palliative Care  
Podiatry  
Visual Impairment Rehabilitation

# Contents

## Studying a Foundation Degree in Health and Social Care 3-13

Introduction to the Faculty of Health and Social Care	3
Introduction to the Foundation Degree in Health and Social Care	5
Useful information	6
Module and pathway options	10

## Foundation Degree in Health and Social Care pathways 14-37

Table of pathways and modules	14
Acute Care	15
Clinical Imaging	18
Community Practice	19
Dementia Care	21
Enabling Independence	23
Mental Health	25
Occupational Therapy	27
Ophthalmology	30
Palliative Care	32
Podiatry	34
Visual Impairment Rehabilitation	36

## Foundation Degree in Business and Administration for Health and Social Care 38-41

## Foundation Degree in Children and Families 42-47

## Contacts 48

# Introduction to the Faculty of Health and Social Care

The Faculty of Health and Social Care at Canterbury Christ Church University is a significant provider of education and training for health and social care professions in Kent and Medway and enjoys a growing reputation in interprofessional education, research and knowledge transfer throughout all its provision.

This strong interprofessional focus enables the delivery of programmes at foundation degree, continuing professional development, undergraduate and postgraduate levels, within well-established interprofessional frameworks.

These provide a 'natural grouping' of subject disciplines within five departments:

- Allied Health Professions
- Health, Wellbeing and the Family
- Nursing and Applied Clinical Studies
- Social Work, Community and Mental Health
- Centre for Health and Social Care Research

In addition, the Faculty hosts the Dementia Services Development Centre South East, which assists in the development and improvement of services for people with dementia.

The Faculty's profile of activities characterises our commitment to being a centre of excellence in health and social care education and is central to the professional ethos underpinning all that we provide to support a changing workforce within the health and social care environment.

**Hazel Colyer**

Dean of the Faculty of Health and Social Care  
Canterbury Christ Church University

# Introduction to the Foundation Degree in Health and Social Care

Studying a Foundation Degree is an ideal way to develop skills and achieve an academic qualification through work based learning and study at university.

Foundation Degrees are designed to support the academic and workplace development of those working in the health and social care sector so that they become effective, reflective, confident and competent practitioners who are able to define and achieve both personal and work based targets including responsibility for their own future learning and development.

The Faculty of Health and Social Care has developed a Foundation Degree programme whereby participants can gain a generic Health and Social Care Foundation Degree, or focus on specialist areas, described as pathways, which support a wide range of professions.

Two further Foundation Degrees are available:

- Foundation Degree in Business and Administration (for Health and Social Care) – pages 38 - 41
- Foundation Degree in Children and Families – pages 42 - 47

We are pleased to launch from 2010 an updated Health and Social Care Foundation Degree programme which has been designed in partnership with local health and social care employers to ensure it is relevant to working practices and policy.

Whether you are an individual interested in learning new skills and gaining an academic qualification, or an employer looking to develop your workforce, our Foundation Degree programme will provide the necessary skills, knowledge and practical expertise to help you succeed.

Throughout this booklet you will find general information about Foundation Degrees, such as how many hours are studied at university and what is involved in work based learning, as well as details of specialist pathways of study for specific work roles.

If you need any further information or would like to talk to somebody about how a Foundation Degree can help you, please contact us.

We look forward to welcoming you.

## Claire Thurgate

Programme Director for Foundation Degrees  
Faculty of Health and Social Care, Canterbury Christ Church University

# Useful information

## Course structure

The Foundation Degree programme places significant value on recognition of participants' experience in the workplace, supported by attendance at taught modules. This will be developed through a process of academic study in groups and individual workplace activities to link theory to practice relevant to each participant's role.

Participants can choose to study the generic Foundation Degree in Health and Social Care or a specialist route. There are 11 specialist routes, described as pathways:

Acute Care	(pages 15 - 17)
Clinical Imaging	(page 18)
Community Practice	(pages 19 - 20)
Dementia Care	(pages 21 - 22)
Enabling Independence	(pages 23 - 24)
Mental Health	(pages 25 - 26)
Occupational Therapy	(pages 27 - 29)
Ophthalmology	(pages 30 - 31)
Palliative Care	(pages 32 - 33)
Podiatry	(pages 34 - 35)
Visual Impairment Rehabilitation	(pages 36 - 37)

Please refer to the tables on page 14 for module details or go to the individual pathway page.

The programme is based on an integrated work and study pattern and includes two stages of learning (level 4 in year 1 followed by level 5). Each level, consisting of six modules, needs to be completed to achieve the full Foundation Degree.

Level 4 will introduce participants to underpinning knowledge and skills related to individual development and the health and social care sector. This approach acknowledges that some participants may not have recently engaged with formal education but will have a wealth of workplace experience. At level 5 (undertaken when six level 4 modules have been successfully completed) participants will study particular topics, relevant to their specific role, in more depth. This will enable them to obtain the knowledge, understanding and critical thinking skills to advance their workplace practice and undertake more responsibility within the workplace.

At each level all participants will study three core modules where participants study topics that are relevant to all working in the health and social care sector. See pages 10 - 13 for more details.

Each core taught module requires:

- 40 hours of tuition involving attendance at the university for eight sessions;
- 75 hours learning in the workplace through observation and application of relevant theoretical concepts;
- 85 hours of independent learning.

Participants will also study three work related modules which are relevant to their role in the workplace and they will develop the skills required to enhance their role i.e. anatomy and physiology if they are on the Acute and Community pathways, effective communication skills for those undertaking the Enabling Independence and Dementia pathways, and mobility skills for the Visual Impairment Rehabilitation pathway.

Each work related module requires:

- 30 hours of tuition involving attendance at the University for six sessions;
- 75 hours learning in the workplace through workplace tasks, observations and application of relevant theoretical concepts;
- 95 hours of independent learning.

The work based learning element within the programme is primarily based around participants' work within a relevant setting where they will be able to integrate university learning and develop appropriate knowledge and skill development to their role. This will enable them to enhance workplace practice and consider new ways of working.

Participants will be introduced to the concept of workplace learning at the beginning of the programme, and this will be enhanced in subsequent modules. Participants will have the opportunity within taught sessions to discuss and evaluate learning that has occurred at, through, and for work. Participants will be supported in the workplace by an identified facilitator, who is often a registered practitioner. Their role is to facilitate the linking of theory and practice.

See pages 10- 14 for full details of module options for each pathway.

## What will participants achieve at the end of the programme?

By the end of the Foundation Degree participants should:

- Have the knowledge and understanding of, and the ability to apply, the well established principles in health and social care (and to specific pathways as appropriate);
- Be able to evaluate and analyse information and generate solutions;
- Have an ability to reflect, analyse and identify connections between their role and other interprofessional agencies in the health and social care sector;
- Have an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in working in the health and social care sector;
- Be able to effectively communicate information, arguments and analysis in a variety of forms and effectively deploy key techniques in working in the health and social care sector;
- Be able to use a range of techniques to analyse information by displaying autonomy and initiative in tackling tasks, framing appropriate questions, judging the appropriateness of different approaches and identifying a range of solutions through synthesizing arguments from primary and secondary sources;
- Have the ability to effectively communicate information, arguments and analysis by selecting and using structured and coherent argument, citation techniques and bibliographies, and appropriate information technology applications and resources.

## Teaching and assessment methods

Learning, teaching and assessment within the Foundation Degree is heavily orientated towards work based learning where knowledge gained is applied to the participant's role within the workplace. Therefore, learning and teaching methods are appropriate to the topic and level of study. Examples include group tasks, classroom based discussion, tutorials, poster presentations, workshops, debates, group processes, tutorials and skills development in dedicated skills laboratories. Teaching and learning methods are supported by technologies i.e. a Virtual Learning Environment.

To support participants in linking theory and practice to develop their workplace role the assessment is varied and includes competency development, written assignments (reports, case studies or reflective reviews), multiple choice examinations, oral and poster presentations.

## Start date

Participants can study two modules per term over two years or one module per term over four years.

There will be an intake every September for a range of pathways. Please contact us for exact details of start dates and availability of pathways.

## Location

Core modules and all work related modules (except for the Visual Impairment Rehabilitation pathway) could be delivered at our Medway, Canterbury or Broadstairs Campus depending on cohort sizes.

The Visual Impairment Rehabilitation pathway modules will be delivered at Kent Association for the Blind, Site Centre, Maidstone.

## Entry requirements

The normal entry requirement for a Foundation Degree is currently 80 UCAS tariff points. This can be acquired by taking AS/A2 levels AVCE/GNVQ and BTEC and other similar qualifications such as the International Baccalaureate, Scottish and Irish Highers.

For further details visit: [www.ucas.ac.uk/candq/tariff/](http://www.ucas.ac.uk/candq/tariff/)

Applications from individuals who do not meet all the entry criteria but who can demonstrate an ability to study at the required level are welcomed. Applicants may need to pass an interview and/or an aptitude test.

Applicants must also:

- Be employed for at least 15 hours per week (or the equivalent in a voluntary capacity) working in the health and social care sector;
- Have been working (either paid or in a voluntary capacity) for at least one year in a relevant role within the health and social care sector;
- Have the support of their employer (if employed or otherwise supporter who must sign the application form);
- Have certificated evidence of level 2 literacy and numeracy, for example GCSE or equivalent;
- Have an identified facilitator who will facilitate learning in the workplace.

## What can participants do after a Foundation Degree?

Upon successful completion of a Foundation Degree participants may access professional training on the Faculty of Health and Social Care's undergraduate Interprofessional Learning programme, or study at level 6 on one of the Faculty of Health and Social Care's Continuing Professional Development Programmes for example Applied Health and Social Care Studies.

## How to apply

Please contact us for an application form or download the form:

[www.canterbury.ac.uk/health/faculty-information-office/InformationRequest.aspx](http://www.canterbury.ac.uk/health/faculty-information-office/InformationRequest.aspx)

If you are employed by a NHS Trust, send your application directly to your manager/training department.

If you are applying to study the Visual Impairment pathway and are employed by the Kent Association for the Blind, send your application to:

Kent Association for the Blind  
KAB Sight Centre  
72 College Road  
Maidstone  
Kent ME15 6SJ

All other applicants should send forms directly to Canterbury Christ Church University:

Foundation Degree in Health and Social Care Programme Administrator  
Canterbury Christ Church University  
North Holmes Road  
Canterbury  
Kent CT1 1QU

If you are unclear about where to return an application form to please send it to the Foundation Degree in Health and Social Care Programme Administrator at Canterbury Christ Church University and they will ensure that it is forwarded to the correct department.

During the application process applicants will be asked to submit written evidence discussing how the foundation degree will impact on their role in the workplace. Shortlisted applicants will be asked to attend an interview.

# Module and pathway options

## Work related modules

Participants and, where appropriate, their employers will choose three work related modules at each level that are relevant to their role in the workplace. Participants will also undertake three core modules at each level. Therefore, to ensure that the Foundation Degree responds to the needs of a changing health and social care sector there are three different routes:

**Prescribed route** – participants must undertake the three identified work related modules at each level (e.g. palliative care);

**Selection route** – these pathways have some modules which are prescribed at each level but also provide the opportunity to choose other modules which are relevant to the participants work role (e.g. acute care);

**Generic route** – there are no prescribed modules as participants are able to choose three modules at each level which are relevant to their role.

## Prescribed routes

The following routes offer no choice of work related modules:

**Occupational Therapy** – participants will be working as a support worker within a range of settings where Registered Occupational Therapists are responsible for patient/client interventions;

**Visual Impairment Rehabilitation** – participants recruited to this pathway will be working with visually impaired people under the supervision of a qualified team leader in order to facilitate the development of specific skills in the workplace;

**Dementia Care** – participants accessing this pathway will be supporting people with dementia and their families;

**Podiatry** – participants will be working in a support role under the supervision of a Registered Podiatrist;

**Palliative Care** – participants accessing this pathway will be working in a support role providing palliative care in a range of settings which may include hospices, hospitals and community settings.

## Selection routes

**Acute Care** – participants recruited to this pathway will be working under the supervision of a registered practitioner in the acute hospital setting.

**Clinical Imaging** – participants recruited to this pathway will be working within a radiography department in a variety of areas under the direct supervision of a registered practitioner.

**Community Practice** – participants accessing this pathway will be working under the direct supervision of a registered practitioner in a community setting e.g. community hospitals, community matrons or district nurses.

**Enabling Independence** – participants accessing this pathway will be working in multi-professional teams, which support individuals to develop independence skills and will be working under the direct supervision of a qualified professional e.g. integrated care teams.

## Generic route

This route will give participants the flexibility to choose modules, which will enable them to develop appropriate knowledge and skills or to gain accreditation for learning that they have undertaken (e.g. carers). Participants successfully completing this route will be awarded a Foundation Degree Health and Social Care with no named pathway.

## Core modules

All modules are worth 20 credits. 6 modules (worth 120 credits) are completed at each level (level 4 and level 5).

### Level 4 core modules

#### Core module 1: Personal, Academic and Workplace Development

##### Aims

To equip participants with the knowledge and skills needed to maximise their personal, academic and workplace learning.

Participants will be introduced to aspects of personal learning including time management, organisational skills, prioritisation and planning, and problem solving, as well as gaining an introduction to ECDL (European Computer Driving Licence). Participants will also learn about:

- The University's virtual learning environment (VLE) providing online learning resources;
- Academic writing including referencing and plagiarism;
- Effective reading and note taking, and written and verbal presentation skills;
- Accessing and evaluating information/evidence, data protection and confidentiality.

To enable participants to link theory to practice, they will be introduced to the concept of reflection, which will include reflective writing, journal writing and critical incident analysis, which is linked to the development of a professional portfolio.

#### Core module 2: The Social Context of Health

During the module participants will learn about different approaches to health using perspectives taken from sociology, social policy, history and epidemiology. Participants will be introduced to a range of theoretical approaches to health which will be illustrated through case studies and scenarios to explore the relevance of social perspectives.

The second part of the module will focus on the social implications of contemporary public health policy.

#### Core module 3: Contemporary Health Issues

##### Aims

To introduce participants to the study of some of the diseases and risk behaviours which have a major impact upon the health of the UK population. Participants will identify and discuss those issues which form the basis for government policy on health promotion and public health, and will explore, to some extent, the aetiology, physiology, pathology and epidemiology of heart disease, cancer, obesity and mental health. Other areas covered during the module include:

- Healthy eating/nutrition and recommended exercise prescription looking at energy intake and weight loss;
- The concept of stress, and how to identify personal stressors and management strategies;
- The effects of both direct and passive smoking;
- Alcohol use and misuse, drug use and the links between dependency and ill health;
- Sexually transmitted diseases and strategies for safer sex;
- An introduction to issues relating to health and old age;
- Childhood and adult accidents.

Throughout the module, participants will be expected to suggest ideas for health improvement and/or behaviour change, either individually or as a group task.

## Level 5 core modules

### Core module 1: Contemporary Issues in Ethics and Law for Practice

#### Aims

To enhance the participant's understanding of ethics and the law as it is applied to health and social care, and to develop ethical decision making capabilities based on reflections arising from the workplace.

The module covers the study of the major ethical theories as well as post modern approaches. It will specifically focus on the use of ethical principles to help resolve issues in health and social care through the detailed examination of specific cases. Included within the module will be:

- The nature and sources of law;
- The functions of the civil and criminal law;
- Litigation and the measures that can be employed in practice in order to avoid this.

The module will draw heavily on the experience of its participants to examine ongoing legal and ethical dilemmas present in everyday practice. Discussion and debate will centre on areas such as: providing care to an ageing population, equitable distribution of resources, the value of life and the right to die, confidentiality, consent and patient autonomy, and the rights and responsibilities of practitioners.

### Core module 2: Understanding Evidence for Practice

This module builds on the level 4 core module Personal, Academic and Workplace Development. It will provide participants with an understanding of the range of evidence used to support practice in the workplace.

This module will expose participants to the evidence required to achieve acceptable standards of care in the workplace. The content will include the nature of evidence based work practices and how audit and the research process can be used to explore problems. Appraisal skills will be practiced, using a published framework, to enhance the efficacy of a more analytical approach to the use of research findings. The module will focus on the application of evidence into workplace practice i.e. procedures, protocols and guidelines.

### Core module 3: Changing Workplace Practice

This module builds on the knowledge and skills acquired during the level 5 core module Understanding Evidence for Practice, allowing participants to apply the knowledge to support the change process within the workplace.

Participants will learn about aspects of the change process including resistance to change, leadership and team working. Evidence for change within the workplace and how this change may occur will also be discussed.

## Generic modules

These modules are flexible in nature allowing the participant to gain recognition for informal learning that may have occurred within the workplace. Participants and, where appropriate, their employer may choose this module if the taught pathway modules are not appropriate.

### Level 4 generic module: Negotiated Learning 1

The aim of this module is the accreditation of a piece of the participant's own learning and development, conducted independently outside the University in the workplace.

By the end of the module participants should be able to:

- Organise documentation to convey clearly the learning activities and what has been achieved, including their own learning and competence development where specified;
- Discuss the evidence adduced and evaluate its contribution to their role at work and service development;
- Reflect on how the process and outcomes have contributed to their personal and professional development.

### Level 5 generic module: Negotiated Learning 2

The aim of this module is the accreditation of a negotiated piece of learning and development, conducted independently outside the University in the workplace. It is a systematic, reflective, enquiry into an aspect of service/workplace development and is the subject of a learning agreement that contains specific outcomes for the module and the means of achieving and demonstrating them.

By the end of the module participants should be able to:

- Apply theories in relation to the specified learning outcomes;
- Critically discuss the evidence adduced and evaluate its contribution to their role at work and service development;
- Reflect on how the process and outcomes have contributed to their personal and professional development.

# Modules contributing to pathways

## Level 4 modules

	Core modules						
Acute Care	Personal, Academic and Workplace Development	The Social Context of Health	Contemporary Health Issues	Applied Human Biology For Health Care Workers	Infection Prevention and Tissue Viability in Professional Practice	Elective Care/Long Term Conditions/Negotiated Learning 1	
Community Practice						Long Term Conditions/Negotiated Learning 1	
Palliative Care						Introduction to Palliative Care	
Podiatry					Assessment of Cutaneous Conditions of the Foot	Clinical Skills in Managing the Patient and their Feet	
Ophthalmology					Understanding Eye Care	Living with Common Eye Conditions	
Enabling Independence					Key Concepts of Enablement	Team Working	Understanding Psychosocial Aspects of the Enablement Process
Mental Health							Introduction to Mental Health Care Treatment
Dementia Care					Understanding the Context of Dementia Care	Building Interpersonal Skills in Dementia Care	Delivering Best Practice in Dementia Care
Visual Impairment Rehabilitation					Understanding Low Vision	Sight Impairment Rehabilitation	Indoor Orientation and Mobility for People who are Sight Impaired
Occupational Therapy					The Art and Science of Occupational Therapy in the Context of Working as a Professional	Typical and Atypical Function and the Impact on Occupational Performance	The Role of Participation across the Lifespan
Clinical Imaging					Negotiated Learning 1	Introduction to Core Sciences	Introduction to Chest, Abdomen and Appendicular Imaging
Generic					Negotiated Learning 1 or optional module		

## Level 5 modules

	Core modules					
Acute Care	Contemporary Issues in Ethics and Law for Practice	Understanding Evidence for Practice	Changing Workplace Practice	Acute Care/Negotiated Learning 2	Discharge Planning/Negotiated Learning 2	Medications in Care/Negotiated Learning 2
Community Practice				Acute Care/Negotiated Learning 2	Complex Care Continuum/Negotiated Learning 2	Management of Self and Others/Negotiated Learning 2
Palliative Care				Improving Palliative Care Skills	Symptom Management in Palliative Care	Effective Working in Palliative Care
Podiatry				Foot Health Promotion, Footwear and Orthoses	Assessment and Rehabilitation of Patients with Vulnerable Feet	Management of Self and Others (Community Practice)
Ophthalmology				Contemporary Eye Care	Negotiated Learning 2	Negotiated Learning 2
Enabling Independence				Understanding Human Development through the Life Stages	Promoting Active Engagement in Everyday Living	Option
Mental Health				Working with Long Term Mental Health Problems	Care of People with Acute Mental Health Problems	Care of the Older Person with Mental Health Problems
Dementia Care				Supporting the Dementia Care Journey	Enabling wellbeing in Dementia Care	Partnership Working in End of Life Dementia Care
Visual Impairment Rehabilitation				Low Vision Care Advanced	Advanced Rehabilitation for Sight Impaired Individuals	Outdoor Orientation and Mobility for People who are Sight Impaired
Occupational Therapy				Developing Occupation Focused Practice	Therapeutic Reasoning, Assessment and Treatment of People in Occupational Crises	Therapeutic Reasoning, Assessment and Treatment of People Experiencing Long Term Conditions
Clinical Imaging				Negotiated Learning 2	Imaging of the Spine and Urinary Tract	Fluoroscopic Imaging
Generic				Negotiated Learning 2 option		

## Acute Care

This pathway aims to provide health care workers working within the acute Trust with appropriate knowledge and skills to underpin their care.

It has been developed collaboratively between University and practice staff in order to support practitioners from a range of practice areas and to facilitate development of professional knowledge, understanding and skills, in order to meet the requirements of the changing nature of work place needs. Therefore, the pathway provides shared modules across other pathways and a choice of pathway specific modules. This allows participants and, where appropriate, employers to plan a pathway that meets the needs of specific roles.

### Modules

#### Level 4

##### Core modules

Personal, Academic and Workplace Development  
The Social Context of Health  
Contemporary Health Issues

##### Shared modules

Applied Human Biology for Health Care Workers  
Infection Prevention and Tissue Viability in Professional Practice

##### Pathway module

Elective Care or Long Term Conditions or Negotiated Learning 1

#### Level 5

##### Core modules

Contemporary Issues in Ethics and Law for Practice  
Understanding Evidence for Practice  
Changing Workplace Practice

##### Pathway modules

Acute Care or Negotiated Learning 2  
Discharge Planning or Negotiated Learning 2  
Medication in Care or Negotiated Learning 2

### Shared and pathway modules

#### Applied Human Biology for Health Care Workers

##### Aims

To ensure that those working in roles that require some technical expertise have the basic knowledge of anatomy, and suitable skills to carry out simple measurement tasks under supervision.

Participants will learn about:

- The building blocks of life and homeostasis;
- The renal, cardiovascular, digestive, respiratory, lymphatic, reproductive, nervous and endocrine, muscular/skeletal systems;
- Applying practical skills related to basic measurement by carrying out activities in the skills laboratory;
- The ethical and moral professional dimensions in data interpretation.

#### Infection Prevention and Tissue Viability in Professional Practice

##### Aims

To facilitate understanding of infection prevention and tissue viability.

Participants will learn about:

- A biopsychosocial approach to infection prevention and tissue viability;
- Infection prevention, infective agents, routes of transmission, standard precautions, health protection, introduction to microbiology, prescriptive rules and roles and responsibilities.

#### Elective Care – Pre and Post Operative

##### Aims

To enable participants to understand the basic components of the plan of care required to prepare the patient for elective surgery. This will involve pre and post operative care of the patient/client.

Participants will learn about:

- Different types of surgical procedures and the care that is required by a patient/client undergoing elective surgery;
- Issues such as the preparation of the patient/client both physically and psychologically;
- Patient safety concerns during the transfer to and from the operating department;
- Potential common complications of anaesthesia and surgery, such as respiratory, cardiovascular, shock, infection, wound management and pain control;
- The care of the patient post operatively including the planning for discharge.

#### Long Term Conditions

##### Aims

To introduce participants to the rationale behind care planning and care delivery for long term conditions. This module is not disease specific; it focuses on commonly occurring symptoms and their appropriate management. The module seeks to equip participants with knowledge and skills, and to facilitate an awareness of the patient and carer's journey.

Participants will learn about:

- The aims of long term conditions management which may encompass health promotion, self-care, disease and case management and palliation;
- Current agendas such as personalised health budgets and safeguarding vulnerable adults;
- Documentation and communication strategies.

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

**Acute Care****Aims**

To enable participants to identify, assess and care for patients who are at risk of becoming or are acutely ill.

Participants will learn about:

- Respiratory assessment, ventilation and perfusion;
- Causes of respiratory failure and care/ interventions such as peak flow measurement, use of humidification and oxygen and physiotherapy;
- Circulatory assessment and haemodynamic physiology for the patient in hypovolaemic, shock and the priorities of care for these patients;
- Fluid balance and fluid shift in the acutely ill through use of therapeutic fluid administration;
- Caring for the patient with a central line, insertion, care of site;
- Urinalysis;
- Nutrition and internal nutrition in relation to the care of the acutely ill person.

**Discharge Planning****Aims**

To consider the importance of the participant's role in discharge planning and to enable participants to contribute to a safe and timely discharge.

Participants will learn about:

- Individual Needs Portrayal (INP) for discharge from hospital, directed by the local Trust identified personnel;
- Usual safe practice for the discharge (simple and complex) of patients/reception of discharged of patients/clients into the community/primary/private care sector;
- Funding of NHS and social care services and the modernising of the acute hospital provision;
- The role of the health worker in the care team when completing the Individual Needs Portrayal and their responsibilities to both the patient and the fund holders for care;
- The role of the Discharge Co-ordinator and Care Manager;
- Issues relating to delayed transfers of care.

**Medications in Care****Aims**

To enable participants to develop an understanding of medicines management and safe administration under supervision.

Participants will learn about:

- Common medications used for chronic conditions in adults and the pharmacophysiological effects for the individual;
- Usual safe practice for administration, practice at calculating doses, and safe practice experiences (as appropriate to the individual workplace);
- The role of the health worker in the care team and the responsibilities to the patient and organisation investigated.

# Clinical Imaging

This pathway aims to prepare support staff who are not registered to practice, to undertake specific roles under the supervision of qualified staff within the clinical imaging department.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development  
The Social Context of Health  
Contemporary Health Issues

#### Generic module

Negotiated Learning 1

#### Pathway modules

Introduction to Core Sciences  
Introduction to Chest, Abdomen and Appendicular Imaging

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice  
Understanding Evidence for Practice  
Changing Workplace Practice

#### Generic module

Negotiated Learning 2

#### Pathway modules

Imaging of the Spine and Urinary Tract  
Fluoroscopic Imaging

#### Shared and pathway modules

#### Introduction to Core Sciences

##### Aims

To provide the underpinning scientific and biological principles necessary for effective radiographic practice.

Participants will learn about:

- Scientific principles of radiographic imaging including anatomy, radiographic science, ionising radiation and health and safety regulations;
- Medical terminology and its application in patient preparation and patient care.

#### Introduction to Chest, Abdomen and Appendicular Imaging

##### Aims

To build on the basic knowledge of biological and physical science to successfully undertake imaging of selected parts of the human body.

Participants will learn about:

- Principles of radiographic positioning, exposure, and patient care in selected radiographic examinations;
- The value of imaging in diagnosis;
- The importance of satisfactory image quality.

#### Imaging of the Spine and Urinary Tract

##### Aims

To provide participants with the knowledge and skills to actively assist in a range of imaging procedures of the urinary system and plain films of the spine. This module will build on imaging techniques for the abdomen and skeleton studied at level 4.

Participants will learn about:

- The structure and functions of the spine and urinary tract;
- Anatomy and basic physiology;
- Radiographic techniques and the basic principles of radiographic iodinated contrast media.

#### Fluoroscopic Imaging

##### Aims

To provide participants with the knowledge and skills to actively assist in a range of imaging procedures of the gastrointestinal, biliary and female reproductive systems. This module will build on imaging techniques for the abdomen studied at level 4.

Participants will learn about:

- Fluoroscopic equipment;
- Imaging of the gastrointestinal, biliary and female reproductive tracts from a range of referral sources;
- Anatomy, basic physiology and radiographic techniques;
- Basic principles of radiographic barium-based contrast media.

# Community Practice

This pathway aims to provide health care assistants in the community with the required skills to work as an Associate Practitioner (Band 4), equipping them with the transferable skills needed to meet the demands of an ever changing health service. The pathway aims to identify the importance of care in the community that is accessible, high quality and delivered by skilled practitioners. To provide flexibility, participants may choose to do one generic module (negotiated learning) at each level.

Throughout the course participants will explore current initiatives and developments in community settings and will gain an understanding of the 'broader picture' through learning from community staff.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development

Contemporary Health Issues

The Social Context of Health

#### Shared modules

Applied Human Biology for Health Care Workers

Infection Prevention and Tissue Viability in Professional Practice

#### Pathway module

Long Term Conditions or Negotiated Learning 1

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice

Changing Workplace Practice

Understanding Evidence for Practice

#### Pathway modules

Management of Self and Others or Negotiated Learning 2

Complex Care Continuum or Negotiated Learning 2

Acute Care or Negotiated Learning 2

## Shared and pathway modules

### Applied Human Biology for Health Care Workers

#### Aims

To ensure that those working in roles that require some technical expertise have the basic knowledge of anatomy, and suitable skills to carry out simple measurement tasks under supervision.

Participants will learn about:

- The building blocks of life and homeostasis;
- The renal, cardiovascular, digestive, respiratory, lymphatic, reproductive, nervous and endocrine, muscular/skeletal systems;
- Applying practical skills related to basic measurement by carrying out activities in the skills laboratory;
- The ethical and moral professional dimensions in data interpretation.

### Infection Prevention and Tissue Viability in Professional Practice

#### Aims

To facilitate understanding of infection prevention and tissue viability.

Participants will learn about:

- A biopsychosocial approach to infection prevention and tissue viability;
- Infection prevention, infective agents, routes of transmission, standard precautions, health protection, introduction to microbiology, prescriptive rules and roles and responsibilities.

### Long Term Conditions

#### Aims

To introduce participants to the rationale behind care planning and care delivery for long term conditions. This module is not disease specific; it focuses on commonly occurring symptoms and their appropriate management. The module seeks to equip participants with knowledge and skills, and to facilitate an awareness of the patient and carer's journey.

Participants will learn about:

- The aims of long term conditions management which may encompass health promotion, self-care, disease and case management and palliation;
- Current agendas such as personalised health budgets and safeguarding vulnerable adults;
- Documentation and communication strategies.

### Management of Self and Others

#### Aims

To equip participants with the appropriate management skills required of the associate practitioner role within the community setting.

Participants will learn about:

- Self management – participants will be encouraged to reflect on the journey so far and develop an action plan for their new role and career development;
- The associate practitioner's role in managing others, including understanding team roles, management and leadership styles, and conflict resolution;
- Motivation and supervision of others; this will incorporate facilitating learning in the work environment.

### Acute Care

#### Aims

To enable participants to identify, assess and care for patients who are at risk of becoming or are acutely ill.

Participants will learn about:

- Respiratory assessment, ventilation and perfusion;
- Causes of respiratory failure and care/interventions such as peak flow measurement, use of humidification and oxygen and physiotherapy;
- Circulatory assessment and haemodynamic physiology for the patient in hypovolaemic, shock and the priorities of care for these patients;
- Fluid balance and fluid shift in the acutely ill through use of therapeutic fluid administration;
- Caring for the patient with a central line, insertion, care of site;
- Urinalysis;
- Nutrition and internal nutrition in relation to the care of the acutely ill person.

### Complex Care Continuum

#### Aims

To consolidate and develop the knowledge and skills which were introduced in the Long Term Conditions module. This module will draw upon prior learning and encourages participants to adopt a problem solving approach to patient care. Throughout the module participants will follow a patient journey from admission, assessment and diagnosis to treatment and palliation. During each session participants will be presented with new scenarios in the patient's care, encouraging participants to consider complex situations involving communicating difficult news, recognising changes in the patient's condition, and working within a team.

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

# Dementia Care

This pathway aims to provide care workers with specialist knowledge in dementia care to meet the growing numbers of clients in all health, care and private home settings.

This pathway is offered by the Dementia Services Development Centre South East (a partnership between Canterbury Christ Church University, Dementia UK and Avante Partnership) at Canterbury Christ Church University. The Centre's aims are to support dementia services to plan, deliver, or improve the quality of services for older people with dementia, curriculum design and development, teaching and training.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development  
The Social Context of Health

Contemporary Health Issues

#### Pathway modules

Understanding the Context of Dementia Care  
Building Interpersonal Skills in Dementia Care

Delivering Best Practice in Dementia Care

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice  
Understanding Evidence for Practice

Changing Workplace Practice

#### Pathway modules

Supporting the Dementia Care Journey  
Enabling Wellbeing in Dementia Care

Partnership Working in End of Life Dementia Care

#### Shared and pathway modules

##### Understanding the Context of Dementia Care

##### Aims

To provide participants with understanding of the person with dementia, and to develop core communication skills in practicing person-centred principles of care and practice.

Participants will learn about:

- Human development and behaviour, to illuminate and deepen knowledge and practice with the person with dementia and the personal experience of dementia;
- The major features of dementia;
- The principles and application of person-centred dementia care practice;
- Effective communication practices in listening and responding in person-centred care.

### Building Interpersonal Skills in Dementia Care

#### Aims

To enable participants to develop a responsive and flexible practice style with persons with dementia and their families and to identify behaviour that is indicative of the progression of dementia. Participants will develop knowledge about person-centred/relational dementia care.

Participants will learn about:

- How to relate theory to practice;
- Identification of the features and progression of dementia;
- Building advanced therapeutic communication skills to communicate with persons with dementia and their families.

### Delivering Best Practice in Dementia Care

#### Aims

To enable participants to understand the concepts and processes of care planning and implementation and to respond flexibly and appropriately in meeting individual and interpersonal needs. Conceptual understanding of wellbeing, safeguarding and risk management will be integrated with theory and practice.

Participants will learn about:

- Best practice in care situations such as emotional/relational crises, health and palliative care practices, safeguarding, and cycles of ambiguous loss;
- Evolving practices and policies in dementia care and how participants can continuously advance learning, practice and care within their workplace teams;
- Linking support strategies with therapeutic communication and its conceptual underpinnings in person-centred care.

### Supporting the Dementia Care Journey

#### Aims

To critically address issues and practices pertaining to early identification and intervention with persons and families impacted by dementia, and to articulate understanding of the processes that occur when transitions and crises evolve, and implement explanatory theory/hypothesis and practice.

Participants will learn about:

- The early part of the dementia process and the issues, needs, practices and characteristics underlying the experiences for the person and family impacted by dementia;
- Team working and its role in supporting creative professional development of dementia practice and self care will be critically discussed;

- Crisis theory, creative expression theory, relational theory and how these concepts underpin practice of person-centred engagement and expression with the person and family impacted by dementia.

### Enabling Wellbeing in Dementia Care

#### Aims

To demonstrate knowledge about a range of practices and skills required to develop, plan and implement psychosocial interventions that address wellbeing and unmet needs for people and families impacted by dementia.

Participants will learn about:

- The importance of understanding and responding meaningfully to the unmet need for care as it is evidenced by the behaviour, mood, emotion, and nonverbal communication of the person with dementia;
- Theory, practice and evaluation of psychosocial interventions;
- The integration of enhanced communication skills that advance the wellbeing and relatedness of the person and family impacted by dementia;
- The role of the environment in enhancing wellbeing.

### Partnership Working in End of Life Dementia Care

#### Aims

To broaden the skills and knowledge base in building working relationships within a multi-disciplinary team and work based team, and to understand and practice the partnership relationships developed in end of life care with persons impacted by dementia and their families. Participants will also identify how policy affects health and social dementia care.

Participants will learn about:

- Interprofessional relationships when working within a team and the importance of cohesion within this group;
- The changing relationships for the family and person with dementia, and facilitating the process;
- Using critical reflection on the quality of their partnership with the person impacted by dementia and their family in the context of the end of life.

# Enabling Independence

This pathway aims to enable a wide range of support workers to obtain a qualification which will provide accredited recognition of the experience they have and facilitate the development of additional skills and knowledge appropriate to their work context.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development

The Social Context of Health  
Contemporary Health Issues

#### Pathway modules

Key Concepts of Enablement  
Team Working

Understanding Psychosocial Aspects of the  
Enablement Process

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law  
for Practice  
Understanding Evidence for Practice

Changing Workplace Practice

#### Pathway modules

Understanding Human Development  
through the Life Stages  
Promoting Active Engagement in  
Everyday Living

Optional module from across the  
programme (appropriate to workplace role)

## Shared and pathway modules

### Key Concepts of Enablement

#### Aims

To introduce participants to the policy drivers and process of enablement as a client-centred approach in health and social care.

Participants will learn about:

- Key policy and guidelines relating to personalisation and enablement, such as 'Putting People First' (DH, 2007), with participants being encouraged to draw on links between these documents, and critique their own practice and the context in which they work;
- Key elements of client-centred practice which are likely to include empowerment, autonomy, expert patients, and individual identity;
- The importance of the client at the centre of the enablement process with participants developing their collaboration skills with clients, particularly in relation to goal setting and intervention planning;
- Possible challenges to the implementation of client-centred practice, with an emphasis upon positive risk management;
- Issues surrounding safeguarding the vulnerable adult, with reference made to relevant policy such as 'No Secrets' (DH, 2000), and the Mental Capacity Act (DH, 2009);
- Key models which may be utilised to shape the enablement process.

### Team Working

#### Aims

To explore how interprofessional and multi-agency teams are developed and maintained and their importance in providing client-centred care. The challenges and enablers of interprofessional working will also be explored.

Participants will learn about:

- What it means to be working within a multi-agency environment;
- The role definition of specific professionals and agencies;
- The differences and similarities between various professionals, considering how these elements facilitate the provision of person-centred care;
- The role of a generic worker and the challenges they may face within the implementation of their role;
- The theoretical explanations of team development and functioning, including those focusing upon adoption of roles, dynamics, communication and leadership;
- The position of a client as part of the team.

### Understanding Psychosocial Aspects of the Enablement Process

#### Aims

To introduce a number of key concepts from the disciplines of psychology and sociology, and to explore the potential impact they may have upon an individual and their participation within the enablement process.

Participants will learn about:

- The definition of significant life transitions, from an academic and personal perspective, and the way in which such transitions may influence an individual's actions, behaviours, values and beliefs;
- Theories of change as one approach to understanding the impact of transitions upon an individual;
- Theories of loss, grief and bereavement in relation to both death and the loss of mental or physical health;
- The relationship between physical and mental health;
- Key psychological concepts, such as self efficacy, locus of control, and learned helplessness;
- The environment of the individual, with a particular emphasis upon the function of support networks, and how these can be developed through the use of meaningful occupation;

- The role of informal carers as both an enabler and potential barrier to an individual's participation in everyday life;
- Developing communication skills when discussing potentially challenging issues with clients.

### Understanding Human Development through the Life Stages

#### Aims

To introduce the concept of Life Span Development, focusing upon normal development of physical, cognitive, and psychosocial skills from infancy through to late adulthood as a means of guiding interventions within an enabling framework.

Participants will learn about:

- Human development as a lifelong process;
- 'Normal' stages of human development from infancy through to late adulthood, identifying the key milestones within the physical, cognitive, and psychosocial domains of development;
- The process of 'normal ageing';
- The influence of contextual factors which may impact upon an individual's process of development.

### Promoting Active Engagement in Everyday Living

#### Aims

To explore the enablement process from assessment through to discharge, examining the theory behind each stage of the process, and introducing a range of key interventions as a means of promoting participation within everyday living.

Participants will learn about:

- The assessment, intervention, and discharge stages of the enablement process, with particular emphasis on their role within this process;
- Activity analysis as a guiding principle within assessment and intervention;
- Exploration of standardised and non-standardised assessments;
- Problem solving and planning as a common theme at all stages of enablement; this will also include consideration of the assessment of risk;
- A range of interventions which will reflect the various aspects of the roles which they may be required to fulfil as a generic support worker. Interventions are likely to address fatigue and pain management, falls prevention, continence, personal hygiene, memory loss, mobility and transfers, nutritional needs and communication.

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

# Mental Health

This pathway aims to support the development of non-registered staff to undertake specific roles under the supervision of qualified staff.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development

The Social Context of Health  
Contemporary Health Issues

#### Shared module

Key Concepts of Enablement

Team Working

#### Pathway modules

Introduction to Mental Health Care Treatment

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice

Changing Workplace Practice

Understanding Evidence for Practice

#### Pathway modules

Working with Long Term Mental Health Problems

Care of the Older Person with Mental Health Problems

Care of People with Acute Mental Health Problems

#### Shared and pathway modules

##### Key Concepts of Enablement

###### Aims

To introduce participants to the policy drivers and process of enablement as a client-centred approach in health and social care.

Participants will learn about:

- Key policy and guidelines relating to personalisation and enablement, such as 'Putting People First' (DH, 2007), with participants being encouraged to draw on links between these documents, and critique their own practice and the context in which they work;
- Key elements of client-centred practice which are likely to include empowerment, autonomy, expert patients, and individual identity;
- The importance of the client at the centre of the enablement process with participants developing their collaboration skills with clients, particularly in relation to goal setting and intervention planning;
- Possible challenges to the implementation of client-centred practice, with an emphasis upon positive risk management;
- Issues surrounding safeguarding the vulnerable adult, with reference made to relevant policy such as 'No Secrets' (DH, 2000), and the Mental Capacity Act (DH, 2009);
- Key models which may be utilised to shape the enablement process.

### Team Working

#### Aims

To explore how interprofessional and multi-agency teams are developed and maintained and their importance in providing client-centred care. The challenges and enablers of interprofessional working will also be explored.

Participants will learn about:

- What it means to be working within a multi-agency environment;
- The role definition of specific professionals and agencies;
- The differences and similarities between various professionals, considering how these elements facilitate the provision of person-centred care;
- The role of a generic worker and the challenges they may face within the implementation of their role;
- The theoretical explanations of team development and functioning, including those focusing upon adoption of roles, dynamics, communication and leadership;
- The position of a client as part of the team.

### Introduction to Mental Health Care Treatment

#### Aims

To introduce participants to the types of mental health problems that arise and the approaches used in dealing with them.

Participants will learn about:

- The types of mental health conditions treated within mental health services and how these services deliver mental health care across the life span;
- Various approaches to care, in order to gain a greater understanding of their own skills in relation to the client group they work with.

### Working with Long Term Mental Health Problems

#### Aims

To enable participants to understand the needs of those who have long term mental health problems and the variety of approaches used in dealing with them.

Participants will learn about:

- The complex nature of long term mental illness;
- Various approaches to care, and participants will further develop their own skills in relation to this client group.

### Care of People with Acute Mental Health Problems

#### Aims

To enable participants to further develop knowledge and skills in assessment, planning, implementing, and evaluating mental health care within an acute admission care setting that provides 24 hour continuous care.

Participants will learn about:

- The complex nature of acute mental illness, and the wide ranging health needs and service requirements of this group of service users;
- The policies and evidence to support service user needs;
- The importance of care planning and interprofessional/inter-agency working to support their clients to access the specialist services, applying models of empowerment and of anti-discriminatory practice to their work in this sector.

### Care of the Older Person with Mental Health Problems

#### Aims

To enable participants to learn, respect and understand the principles in enhancing care for the older person with mental health problems, and to enhance the skills, care and knowledge of the care worker.

Participants will learn about:

- The problems facing older people with mental health problems and the effect this has on their family and carers;
- The care of those affected by mental illnesses using experience from practice;
- Related policies practice and research evidence in relation to this particular client group;
- The range of interpersonal skills needed to support the care of elderly people with mental health problems.

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

# Occupational Therapy

This pathway aims to provide participants with knowledge of occupational therapy theory and philosophy, and learn about the importance of occupation to health and wellbeing and occupational therapy practice.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development

The Social Context of Health

Contemporary Health Issues

#### Pathway modules

The Art and Science of Occupational Therapy in the Context of Working as a Professional

Typical and Atypical Function and the Impact on Occupational Performance

The Role of Participation in Occupations across the Lifespan

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice

Understanding Evidence for Practice

Changing Workplace Practice

#### Pathway modules

Developing Occupation Focused Practice  
Therapeutic Reasoning, Assessment and Treatment of People in Occupational Crises

Therapeutic Reasoning, Assessment and Treatment of People Experiencing Long Term Conditions

### Shared and pathway modules

#### The Art and Science of Occupational Therapy in the Context of Working as a Professional

##### Aims

To introduce participants to the professional values, beliefs and current working practices of occupational therapy in order to develop professional identity. The module aims to introduce participants to theory underpinning practice and to develop understanding of what occupational therapists do and their role as a member of the wider health/social care team.

Participants will learn about:

- The personal and service user meaning of occupation through concepts such as activity analysis and an introduction to occupational science;
- Theoretical models used to consider occupational performance in different contexts;
- Inter-agency working and its importance and relevance to team working;
- Their own development as occupational beings and how to identify change and transition into the role of a professional;
- Ways of analysing the development of human occupation into categories such as self care, productivity and leisure;
- Application to service users and the use of client-centred practice.

#### Typical and Atypical Function and the Impact on Occupational Performance

##### Aims

To develop participants' understanding of how body systems and function are maintained, and consider how pathologies that arise through the lifespan impact on normal human functioning. It also aims to provide participants with basic knowledge and understanding using a biopsychosocial model of the human as an integrated whole, that responds and adapts to the changing environment, and how changes impact on occupational performance. The World Health Organisation (WHO) International Classification of Functioning, Disability and Health (2001) will be introduced as a tool to support learning.

Participants will learn about:

- Establishing a link between body structure and functioning and participation using the International Classification of Functioning, Disability and Health (WHO 2001);
- Normal functioning of body and mind systems, for example musculoskeletal, respiratory and neurological, and the impact of these on physical and psychological wellbeing;
- The pathology, clinical features, management, prognosis and classifications of commonly encountered conditions;
- The impact of the interaction between the individual, health and the environment on occupational performance;
- Principles of lifestyle choices and the importance of the promotion of a healthy lifestyle.

#### The Role of Participation in Occupations Across the Lifespan

##### Aims

To build on the previous module The Art and Science of Occupational Therapy in the Context of Working as a Professional and to develop participants' understanding of the personal and contextual factors that enables or limits participation in occupations through the lifespan.

Participants will learn about:

- The broader context of occupational participation with a focus on the political, social, cultural and economic factors which influence the practice of occupational therapy and the participation in occupations of an individual, group or community using the Context of Participation tool (Ghul and Marsh 2007);
- The biopsychosocial model will be used to identify personal factors such as biological, cognitive, psychological and spiritual that influences the value and meaning of occupation, people's ability and opportunities to participate in occupations of their choice. How these influence health, wellbeing, illness and disability will be explored;
- The impact of the built environment on occupational performance and the concept of inclusive design will be addressed. The module will take a lifespan approach and address barriers and enablers to participation in occupation across the lifespan linking with the other level 4 modules.

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

**Developing Occupation Focused Practice****Aims**

To develop and encourage use of a range of practice skills necessary for occupational therapy support workers to utilise during the occupational therapy process from referral to discharge. The module also aims to develop participants' ability to apply and reflect on clinical reasoning in their practice, and provide a firm foundation in the use of analysis and occupation to bring about therapeutic change within a health and social care setting.

Participants will learn about:

- Core practices of occupational therapy including assessment, activity analysis, grading and adapting in occupationally based interventions, discharge planning and outcome measurement;
- Using problem solving skills to apply occupational therapy theories to the occupational therapy process;
- Reasoning strategies which underpin therapeutic decision making and promote collaboration with both clients and colleagues;
- Policy from a range of national and international sources.

**Therapeutic Reasoning, Assessment and Treatment of People in Occupational Crises****Aims**

To enable participants to use a reasoned approach to identify and carry out targeted occupational assessments and interventions in time limited contexts. The module aims to help participants identify the need for involvement of other professionals and agencies when appropriate, within the policy context of their work.

Participants will learn about:

- Occupational therapy practices in short term, time limited and crisis situations;
- Policies associated with short term interventions, procedural assessment, observation, appropriate referrals and onward referral to other practitioners and agencies;
- Reasoning and problem solving strategies to target interventions for maximum occupational gain;
- How short term strategies can avoid impairment or admission, speed up discharge, resolve crises and solve specific occupational problems to ensure minimal disruption to participation in occupations;
- Risk assessment, safe practice and interaction with other practitioners.

**Therapeutic Reasoning, Assessment and Treatment of People Experiencing Long Term Conditions****Aims**

To equip participants with the knowledge and skills needed to work with people with permanent, progressive or ongoing challenges to their function, activity or level of participation in occupations. The module aims to enable participants to assess and treat service users with occupational based assessments and interventions in a reasoned way, and to support them to meet the longer term occupational needs of service users within the context of occupational therapy and the wider health, social care and policy context.

Participants will learn about:

- Occupational therapy practices in settings involved with people experiencing long term conditions;
- Policies and skills related to long term interventions including interview, narrative assessment, observation, intervention planning, grading and adapting, outcome measurement and onward referral to other practitioners and agencies;
- Reasoning and problem solving strategies to underpin clinical decision making and promote collaboration in person-centred practice where service users are experiencing continuous change in their occupational performance;
- How long term strategies can minimise impairment and contribute to self management of specific occupational problems to promote less disruption to participation.

# Ophthalmology

This pathway aims to enable assistant level staff to be upskilled, and for local services to use a range of skill mix to meet the needs of patients receiving ophthalmology services.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development  
The Social Context of Health  
Contemporary Health Issues

#### Shared module

Applied Human Biology for Health Care Workers

#### Pathway modules

Understanding Eye Care  
Living with Common Eye Conditions

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice  
Understanding Evidence for Practice  
Changing Workplace Practice

#### Generic modules

Negotiated Learning 2  
Negotiated Learning 2

#### Pathway modules

Contemporary Eye Care

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

## Shared and pathway modules

**Applied Human Biology  
for Health Care Workers****Aims**

To ensure that those working in roles that require some technical expertise have the basic knowledge of anatomy, and suitable skills to carry out simple measurement tasks under supervision.

Participants will learn about:

- The building blocks of life and homeostasis;
- The renal, cardiovascular, digestive, respiratory, lymphatic, reproductive, nervous and endocrine, muscular/skeletal systems;
- Applying practical skills related to basic measurement by carrying out activities in the skills laboratory;
- The ethical and moral professional dimensions in data interpretation.

**Understanding Eye Care****Aims**

To provide participants with an understanding of basic eye care.

Participants will learn about:

- The anatomy and physiology of the eye;
- Visual acuity tests and the need for refractory glasses;
- Their role in maintaining patient safety including the giving and receiving of information, infection control and maintaining a safe environment.

**Living with Common Eye Conditions****Aims**

To enable participants to understand common eye conditions and how they may impact on an individual.

Participants will learn about:

- Common eye conditions, their causes and effects;
- Usual management packages;
- The role and responsibilities of professionals who support individuals with common eye conditions.

**Contemporary Eye Care****Aims**

To consider alternative care in meeting the needs of an individual who has an advanced eye condition.

Participants will learn about:

- The patient's journey including efficient and effective communication, medication, alternative care, i.e. botex and the role of policy and guidelines.

# Palliative Care

This pathway aims to provide health care assistants with the required skills to work as an associate practitioner. Shared learning amongst support workers from a variety of backgrounds will facilitate an understanding of the 'broader picture' and will equip staff with transferable skills to meet the demands of an ever changing health and social care sector.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development  
The Social Context of Health  
Contemporary Health Issues

#### Shared modules

Applied Human Biology for Health Care Workers  
Infection Prevention and Tissue Viability in Professional Practice

#### Pathway module

Introduction to Palliative Care

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice  
Understanding Evidence for Practice  
Changing Workplace Practice

#### Pathway modules

Improving Palliative Care Skills  
Symptom Management in Palliative Care  
Effective Working in Palliative Care

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

## Shared and pathway modules

**Applied Human Biology for Health Care Workers****Aims**

To ensure that those working in roles that require some technical expertise have the basic knowledge of anatomy, and suitable skills to carry out simple measurement tasks under supervision.

Participants will learn about:

- The building blocks of life and homeostasis;
- The renal, cardiovascular, digestive, respiratory, lymphatic, reproductive, nervous and endocrine, muscular/skeletal systems;
- Applying practical skills related to basic measurement by carrying out activities in the skills laboratory;
- The ethical and moral professional dimensions in data interpretation.

**Infection Prevention and Tissue Viability in Professional Practice****Aims**

To facilitate understanding of infection prevention and tissue viability.

Participants will learn about:

- A biopsychosocial approach to infection prevention and tissue viability;
- Infection prevention, infective agents, routes of transmission, standard precautions, health protection, introduction to microbiology, prescriptive rules and roles and responsibilities.

**Introduction to Palliative Care****Aims**

To introduce the concept of palliative care and end of life care.

Participants will learn about:

- The concept of palliative and end of life care;
- The principles of symptom control, psychological, social and spiritual care of people with advanced progressive illness;
- The skills required for effective communication with patients, families, carers and other members of the multi-disciplinary team.

**Improving Palliative Care Skills****Aims**

To develop and improve palliative and end of life care skills, which were introduced in the Introduction to Palliative Care module, and to develop communication skills.

Participants will learn about:

- National frameworks in end of life care;
- The importance of care planning;
- The meaning of loss, grief and bereavement.

**Symptom Management in Palliative Care****Aims**

To gain a deeper insight into symptom management in palliative and end of life care.

Participants will learn about:

- The principles of symptom management to help both the physical and psychological distress of advanced disease;
- Causes of symptoms (reversible and non-reversible) and management options including non-drug and drug treatments;
- Care in the last days and hours of life.

**Effective Working in Palliative Care****Aims**

To explore how multi-disciplinary and collaborative working can help towards effective working in palliative care and end of life care.

Participants will learn about:

- The challenges faced in end of life care and how good communication skills and effective multi-disciplinary and collaborative working can help in the quality of care provided;
- The challenges for future developments in palliative and end of life care and how research can prepare the way forward.

# Podiatry

This pathway aims to enable assistant level staff to be upskilled, and for local services to use a range of skill mix to meet the needs of patients receiving podiatry services.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development

The Social Context of Health  
Contemporary Health Issues

#### Shared module

Applied Human Biology for Health Care Workers

#### Pathway module

Assessment of Cutaneous Conditions of the Foot

Clinical Skills in Managing the Patient and their Feet

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice  
Understanding Evidence for Practice

Changing Workplace Practice

#### Shared module

Management of Self and Others (Community Practice)

#### Pathway modules

Assessment and Rehabilitation of Patients with Vulnerable Feet

Foot Health Promotion, Footwear and Orthoses

#### Shared and pathway modules

##### Applied Human Biology for Health Care Workers

###### Aims

To ensure that those working in roles that require some technical expertise have the basic knowledge of anatomy, and suitable skills to carry out simple measurement tasks under supervision.

Participants will learn about:

- The building blocks of life and homeostasis;
- The renal, cardiovascular, digestive, respiratory, lymphatic, reproductive, nervous and endocrine, muscular/skeletal systems;

- Applying practical skills related to basic measurement by carrying out activities in the skills laboratory;
- The ethical and moral professional dimensions in data interpretation.

##### Assessment of Cutaneous Conditions of the Foot

###### Aims

To enable participants to gain knowledge and understanding of normal skin and associated structures of the foot, common skin and nail conditions, how to assess within a boundaries of their role, and identify when to refer on.

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

Participants will learn about:

- The assessment of the foot and cutaneous conditions through developing an understanding of normal structures and some pathology;
- The normal anatomy and physiology of the skin and its appendages (i.e. nail, hair, sweat glands). This will incorporate bony and other landmarks on the foot and the ability to palpate pedal pulses;
- A range of common skin and nail conditions;
- Basic assessments and determine appropriate referral routes.

### Clinical Skills in Managing the Patient and their Feet

#### Aims

To introduce participants to the knowledge and skills required to treat individuals with foot problems using a range of appropriate techniques.

Participants will learn about:

- The patient's pathway including introductions and confirming the patient's identity, updating any changes in their health status or medication and completing the patient's records according to the standards of the department and the organisation;
- Implementing treatment plans effectively and safely and the boundaries of their role;
- The importance of infection prevention guidelines and aseptic techniques including hand hygiene, wearing protective clothing, use of surgical gloves and correct disposal and decontamination techniques;
- Potential contamination routes and the consequences;
- Wound redressing;
- How to recognise and address clinical emergencies;
- Setting up and maintaining the minor surgery field;
- The use of a range of topical preparations in nail surgery and for a range of foot conditions, and their contra-indications.

### Management of Self and Others

#### Aims

To equip participants with the appropriate management skills required of the associate practitioner role within the community setting.

Participants will learn about:

- Self management – participants will be encouraged to reflect on the journey so far and develop an action plan for their new role and career development;
- The associate practitioner's role in managing others, including understanding team roles, management and leadership styles, and conflict resolution;
- Motivation and supervision of others; this will incorporate facilitating learning in the work environment.

### Assessment and Rehabilitation of Patients with Vulnerable Feet

#### Aims

To build on knowledge and skills gained at level 4 to enable participants to apply a personalised, holistic approach to clinical and instrumented assessment and management of the vulnerable foot, and to facilitate rehabilitation, working within the Podiatry team and interprofessional workforce.

Participants will learn about:

- Assessing the individual and their risk status, which includes knowledge of general health and specific pathological states affecting the lower leg and foot - circulation, sensation, skin, foot structure and function;
- Departmental policies and procedures;
- How to effectively undertake annual reviews of patients with diabetic feet and assessment of other commonly occurring disorders affecting the lower leg and foot;
- The effects for the individual of their feet being in a vulnerable state and the impact this has on their daily life;
- The principles of self-care;
- Implementing the management plan which will include basic foot care advice to the patient/carer.

### Foot Health Promotion, Footwear and Orthoses

#### Aims

To build on previously acquired knowledge and skills to enable participants to explore and apply foot health promotion and personalised advice in practice. Participants will gain an understanding of the impact on foot function and gait of common pathologies affecting the locomotor system. Participants will be able to safely issue orthoses.

Participants will learn about:

- The need for assessment of the structure and function of the foot, including the gait cycle;
- Pathology and effects of disorder e.g. stroke, on the function of the lower limb and foot, and the need for appropriate onward referral;
- Providing personalised basic footwear and foot care advice for each individual, and for post-surgery patients, specialised footwear advice;
- The effects of orthotic materials leading to fitting orthoses safely and in accordance with the management plan;
- Health and safety;
- The role of the assistant practitioner in foot health promotion and prevention e.g. falls, prevention and empowering patients in self-care.

# Visual Impairment Rehabilitation

This pathway aims to identify the importance of care that is accessible, high quality and delivered by skilled practitioners. This pathway has been designed in collaboration with Kent Association for Blind (KAB) to support the development of visual impairment rehabilitation workers.

Each participant studying the full Foundation Degree in Health and Social Care (Visual Impairment Rehabilitation) without a current Braille qualification is to participate in Braille lessons and complete the Braille examination by the end of the Foundation Degree programme, to include level 1 and level 2 of the Braille primer up to lesson 22 at level 2.

## Modules

### Level 4

#### Core modules

Personal, Academic and Workplace Development

The Social Context of Health  
Contemporary Health Issues

#### Pathway modules

Understanding Low Vision  
Sight Impairment Rehabilitation

Indoor Orientation and Mobility for People who are Sight Impaired

### Level 5

#### Core modules

Contemporary Issues in Ethics and Law for Practice  
Understanding Evidence for Practice

Changing Workplace Practice

#### Pathway modules

Low Vision Care Advanced  
Advanced Rehabilitation for Sight Impaired Individuals

Outdoor Orientation and Mobility for People who are Sight Impaired

## Shared and pathway modules

### Understanding Low Vision

#### Aims

To learn how to carry out an assessment of low vision needs, to design and implement appropriate low vision therapy and training programmes, and to identify appropriate low vision aids to people who are sight impaired.

Participants will learn about:

- The basic structure and function of the eye

and discussion on the most common eye conditions found in children and adults;

- Low vision assessments for adults;
- The skill of refraction and knowledge needed for good eye care;
- The range of professionals involved in eye care services;
- Pathways of care available for clients and the process of registration;
- Distance viewing aids and high/low tech aids available for all age groups.

## FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE PATHWAYS

**Sight Impairment Rehabilitation****Aims**

To enable participants to advise people with low vision about their rights and benefits and help them to devise strategies to undertake the basic activities of independent living.

Participants will learn about:

- The legislation and registration processes for people with sight impairment;
- Welfare rights, benefits and concessions, disability living allowance and attendance allowance for people with sight impairment;
- The notion of sight impairment and disability awareness in relation to contemporary society;
- Basic home management and personal care;
- Skills in verbal, written, telephone and tape communication with people who are sight impaired.

**Indoor Orientation and Mobility for People who are Sight Impaired****Aims**

To enable participants to teach blind and partially sighted people throughout the age range to move around an indoor environment with confidence and in safety.

Participants will learn about:

- Psychosocial aspects of orientation and mobility for blind and partially sighted people, taking into account child development stages in the early years of mobility;
- Health and safety issues in mobility with blind and partially sighted people and the use of remaining functional vision, auditory and other sensory skills;
- Sighted guide techniques and pre-cane skills such as body protection and trailing;
- The theory and correct skills required when using symbol and guide canes.

**Low Vision Care Advanced****Aims**

To provide advanced knowledge and skills to support people with low vision.

Participants will learn about:

- The clinical treatments for most eye conditions;
- Advanced skills in low vision assessment for children and those who have additional loss of hearing or other disabilities;
- High-tech vision aids.

**Advanced Rehabilitation for Sight Impaired Individuals****Aims**

To provide participants with the skills needed to help the person with low vision communicate more effectively within their environment, and support them to prepare food safely in their own home.

Participants will learn about:

- Using embossed scripts and supporting people with sight impairment to function;
- The use of contemporary hi-tech communication aids.

**Outdoor Orientation and Mobility for People who are Sight Impaired****Aims**

To enable participants to support and train blind and partially sighted people throughout the age ranges to be able to orientate and mobilise around an extended outdoor environment with confidence and in safety.

Participants will learn about:

- Supporting blind and partially sighted people to move around safely in outdoor environments using a long cane;
- Advanced cane skills for indoor navigation and movement around the person's residential and/or work and school areas. Attention will be given to city centre travel, controlled/complex road crossings, public indoor environments such as shopping centres, and the use of public transport;
- Strategies for problem solving in relation to poor travel skills.

# Foundation Degree in Business and Administration for Health and Social Care

The Foundation Degree in Business and Administration for Health and Social Care aims to provide an opportunity for personnel who are engaged in business and administration roles in the health and social care sector to enhance their understanding and knowledge of their job through academic study and professional reflection on experience.

It is based on an integrated work and study pattern and involves two stages of learning (level 4 and 5) so that the workforce is equipped with knowledge, skills and understanding to respond flexibly and appropriately to an evolving health and social care sector.

The Foundation Degree will raise awareness of current policy initiatives including those driving developments within the health and social care sector and those that impact on the business and administrative aspects of service delivery. This will allow participants to contextualise learning within their workplace so that they are able to advance their workplace practices.

On successful completion of the programme participants should be able to demonstrate:

- Knowledge and critical understanding of the key principles of business and administration for the health and social care sectors, and the way in which those principles have developed;
- Knowledge of the main methods of enquiry in the subjects relevant to business administration and the ability to evaluate the appropriateness of different approaches to problem solving;
- An ability to reflect, analyse and identify connections between their role and others in the health and social care sector;
- Application in the workplace of a range of knowledge and skills learnt throughout the programme;
- The use of a range of established techniques to initiate and undertake analysis of information and to propose solutions to problems arising from that analysis;
- Effective communication of information, arguments, and analysis, in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

## Programme Structure

This flexible programme is based on an integrated work and study pattern and includes two stages of learning (level 4 and 5) with each level made up of six 20 credit modules\*.

Level 4 will enhance and develop concepts relating to Business Administration. At level 5 participants will study particular issues in more depth, for example, People Management and Resource Management, to enable them to undertake more responsibility within the workplace.

All 20 credit modules require the equivalent of 200 hours of participant learning including 30 hours of contact time, 85 hours work based study and 85 hours independent study.

The programme places significant value on accreditation of participants' experience in the workplace, supported by part-time attendance at taught modules. Skills will be developed through a process of academic study in groups and individual work based tasks to link theory to practice.

This structure will allow participants to progress both within their career and academically. Academic study and work based reflections will be discussed regularly in seminars, assessed assignments and presented in the participant's portfolio.

\* Participants may be exempt from some modules if appropriate APL is claimed.

## FOUNDATION DEGREE IN BUSINESS AND ADMINISTRATION FOR HEALTH AND SOCIAL CARE

## Learning, Teaching and Assessment

Learning, teaching and assessment throughout the programme will be centred on the participant's reflection on their own learning and role in the world of work, and is, therefore, heavily orientated towards learning about business and administration in the workplace and using the experiences from work. Opportunities for group and one-to-one tutorials are built into the structure of the taught sessions.

Assessment is designed to measure how successfully participants meet the learning outcomes of the modules and ultimately the programme. Assessments are designed to measure knowledge, skills, understanding, attitudes and reflective analysis which are important to each participant and stage of their development.

## Entry requirements

Please see page 8 for details of entry requirements.

## How to apply

Please contact us for an application form or download the form:

[www.canterbury.ac.uk/health/faculty-information-office/InformationRequest.aspx](http://www.canterbury.ac.uk/health/faculty-information-office/InformationRequest.aspx)

Please send completed application forms to:

Programme Administrator

Foundation Degree in Business and Administration for Health and Social Care

Cathedral Court  
30 Pembroke Court  
Chatham Maritime  
Medway  
Kent ME4 4UF

Alternatively applications forms can be sent to your Trust's training department.

## Overview of the programme

### Level 4

#### Core modules

Introduction to Academic Learning  
Introduction to Professional Development  
Health and Social Care: The Context  
Communication in the Workplace

Interprofessional Working in Health and Social Care  
Making a Difference to Service Delivery

### Level 5

#### Core modules

Understanding Research Methods  
People Management

Resource Management  
Project for Professional Practice (40 credits)

#### Optional modules (choose one)

Public Health

An Introduction to World Class Commissioning

## Modules

### Introduction to Academic Learning

#### Aims

To facilitate the development of learning and transferable skills and to enable participants to identify and maximise academic skills and apply them to their academic studies and workplace practice.

Participants will learn about:

- Accessing and extracting relevant information from a variety of sources applicable to their own field of study;
- Interpreting the difference between good quality information and knowledge sources and poor quality information and knowledge sources to develop academic discussion and inform practice;
- Personal learning including time management, organisational skills, prioritisation and planning and problem solving;
- Accessing the e-library;
- Information management will incorporate reading and note taking and presenting information effectively whether written or a verbal presentation.

### Introduction to Professional Development

#### Aims

To introduce participants to the concepts of experiential learning within the workplace and to provide a structured approach to identifying and recognising experiential learning. A secondary aim of the module is to allow participants to understand and apply models of reflection as a learning tool.

Participants will learn about:

- Experiential learning associated with their workplace. This will include the learning cycle and learning styles;
- Using reflection to demonstrate personal learning through the use of reflective writing, journal writing and critical incident analysis.

### Health and Social Care: The Context

#### Aims

To introduce participants to a broad contextual overview of the health and social care sector. The module will discuss the main drivers (policy and legislation) affecting contemporary health and social care, and it will place the participants' experience within a national and local context. A secondary aim is to develop participants' skills of self-reflection and self-awareness in relation to their workplace and their relationships with others within the work environment.

Participants will learn about:

- National political philosophies that influence the delivery of health and social care services;
- The impact of current statutory mechanisms on the organisation and delivery of health and social care provisions.

### Communication in the Workplace

#### Aims

To explore the individual's role in providing effective and efficient communication within the workplace, via discussion of theories of communication and legislative requirements to ensure excellent service provision in the health and social care sector.

Participants will learn about:

- Legislative requirements associated with communication in the workplace;
- Effective verbal and non-verbal communication for the workplace.

### Interprofessional Working in Health and Social Care

#### Aims

To explore the concept of interprofessional working and the impact this has on the participant's role in the workplace.

Participants will learn about:

- The concept of interprofessional working in health and social care in relation to users of services;
- The evidence base for interprofessional working;
- The factors that promote or inhibit interprofessional working.

### Making a Difference to Service Delivery

#### Aims

To introduce participants to policy that underpins service delivery and challenges that arise from implementation in the workplace.

Participants will learn about:

- The impact of policy on service delivery;
- The challenges and opportunities faced by their workplace in providing efficient and effective services;
- How their role contributes to the provision of efficient and effective services;
- The theory of change and change management within the health and social care sector. This will include the use of role analysis and the appraisal process within the workplace.

## FOUNDATION DEGREE IN BUSINESS AND ADMINISTRATION FOR HEALTH AND SOCIAL CARE

### Understanding Research Methods

#### Aims

To develop understanding of the 'evidence' related to work practices and to gain a better understanding of the methods of enquiry. The module will enable participants to develop skills necessary to evaluate research evidence.

Participants will learn about:

- Undertaking a review of the literature in relation to an aspect of their work;
- Discussing the 'evidence' for their working practices;
- Critiquing a piece of research 'evidence'.

### People Management

#### Aims

To give an overview of the management of people in organisations, drawing on sociological, psychological and related perspectives, and an understanding of the implications of human behaviour and their management of organisations.

Participants will learn about:

- The impact of organisations on human behaviour;
- The role of teams within organisations, and the implications of team membership;
- Approaches to people management, including recruitment and selection process, appraisal systems, training and development systems.

### Resource Management

#### Aims

To introduce participants to a range of concepts, policies and theories designed to increase both knowledge and understanding of health and social care resource management. In addition, the module will support participants to gain a better understanding of some of the complexities and demands surrounding the work environment within the context of increased organisational change and the development of both decision making and project management skills.

Participants will learn about:

- The theories of resource management in health and social care market;
- Work based auditing and data collection strategies;
- The difference between efficacy and effectiveness in health and social care resource provision and management upon the delivery and access to health care within own sphere of practice;
- Health economic philosophies and policies in light of health and social care spending.

### Project for Professional Practice

#### Aims

To allow the participant to apply knowledge and skills developed throughout their programme of study to a work based issue.

Participants will learn about:

- Reflecting critically on an issue within the workplace;
- The 'evidence' for their working practices;
- The principles underpinning evidence-based practice and contemporary workplace practice;
- Developing recommendations for change in practice, based upon the review of literature.

### Public Health

#### Aims

To facilitate participants' understanding of English public health policy, practice and professional issues, with particular attention to their workplace and local area.

Participants will learn about:

- An aspect of local public health policy with reference to the participant's workplace;
- How local public health policy influences their own workplace;
- How to use the Public Health Skills and Career Framework to evaluate the public health knowledge and skills of themselves or a colleague.

### An Introduction to World Class Commissioning

#### Aims

To introduce participants to the World Class Commissioning framework, the Commissioning Cycle and the implications of this for their role as professionals within the NHS. World Class Commissioning is essentially transformational, and not just transactional. The module therefore will support participants to develop their ability to reflect upon their practice, and develop realistic personal development goals for the future.

Participants will learn about:

- The principles of World Class Commissioning;
- The World Class Commissioning cycle.

# Foundation Degree in Children and Families

The Foundation Degree in Children and Families has been developed in response to the Every Child Matters: Change for Children (2004) government directive to provide a common core set of skills and knowledge to ensure those multi-agency teams responsible for their care share information and display effective communication skills with children and young people, promotion of their safety and welfare and effective support in their life transitions.

There are three pathways:

### The Generic pathway

This is suitable for those caring for children within a variety of settings such as child minders, foster carers, nurseries and residential care.

### The Child Care Management pathway

This is suitable for those working in children centres and residential homes who are employed in a senior position.

### The Social Care/Foster Care pathway

This will provide practitioners with the skills and knowledge required to support the social work profession.

## Programme Structure

The Foundation Degree in Children and Families offers six core modules at level 4 for all participants in order that they gain common knowledge of child development and family structures. At level 5 three core modules are, again, common requirements for all who work with children and families. There is a choice of three further modules, either generic ones or modules to support the various roles in this sector, either those who provide care for children and families or those who manage children's services.

## Entry requirements

Please see page 8 for details of entry requirements.

## How to apply

Please contact us for an application form or download the form:

[www.canterbury.ac.uk/health/faculty-information-office/InformationRequest.aspx](http://www.canterbury.ac.uk/health/faculty-information-office/InformationRequest.aspx)

Please send completed application forms to:

Rowena Boyns  
Canterbury Christ Church University  
Medway Campus  
30 Pembroke Court  
Chatham Maritime  
Kent ME4 4UP

## Overview of the programme

### Optional module

An Orientation to the Foundation Degree in Children and Families module is available to introduce participants who have been out of study for some time the skills and working practices needed for work at Higher Education level. Interpersonal skills for operating within a group, skills required for making an oral presentation and relevant IT skills will be introduced. All skills will be introduced within a framework of issues relevant to the learning

of children and young people. The orientation module aims to build on participants' pre-existing skills and experience in order to prepare them to work at Higher Education level 4. 20 taught hours of directed activity are offered, supported by an equivalent amount of independent study undertaken individually or in groups. The module may be taught intensively over a week or spread out over a longer period dependent on group numbers.

## FOUNDATION DEGREE IN CHILDREN AND FAMILIES

### Level 4

#### Core modules

Skills for Learning	Contextualising Children and Families
Children's Cognitive Development	Children Communicating
The Physical and Emotional Development of Children	Keeping Children Safe

### Level 5

#### Core modules

Integrated Working in Assessment of Children	Child Protection in the Multi-Agency Context
	Critiquing Research Methods

#### Generic pathway modules (choose three)

The Challenge of Adolescence	Mental Health in Childhood
Children with Learning Difficulties	Project
Understanding Children's Occupations	

#### Child Care Management pathway modules

Developing a Role in the Workplace	Understanding Organisations
Working in Teams	

#### Social Care/Foster Care pathway modules

Social Care Practice	The Organisational Context of Social Care
Values in Social Care	

### Modules

#### Skills for Learning

##### Aims

To enable health and social care workers to access and utilise information and evidence to support academic and continuing personal and professional development. Participants will develop and demonstrate skills in academic thinking and writing, information management, lifelong learning and reflective practice. The content will include accessing and evaluating information/evidence, data protection and confidentiality and an introduction to ECDL Start.

Participants will learn about:

- Accessing and recording information from service users in a way that enhances the service they receive within the concept of team working;
- The need for keeping accurate written records through report/incident writing;
- Linking the theories of reflection, journal writing and critical incident analysis with portfolio development.

#### Children's Cognitive Development

##### Aims

To enable participants to develop their knowledge of child development theories and skill in observation of how this informs normal physical, emotional, social and intellectual development.

Participants will learn about:

- Infant and child cognitive development from birth to late adolescence, with an emphasis on theories of neonatal development, attachment theory and the development of the social self;
- Patterns of parenting and the consequences for children, the 'good enough' parent, and some of the pathological patterns of development and of attachment;
- Models and methods related to the value of observing infants, children and young people;
- Age appropriate social care and how current child care practice is informed by child development theories;
- The importance of emotional needs and how to relate them to developmental theory.

### The Physical and Emotional Development of Children

#### Aims

To introduce the participant to basic knowledge of physical and emotional development and how each can affect the other in the occupations/play of healthy child.

Participants will learn about:

- Basic knowledge of the muscular/skeletal, cardiovascular (with particular reference to the developing immunity), gastrointestinal and nervous physiological systems from birth to 18 years;
- Normal parameters and optimal circumstances for health;
- The importance of the interdependence of physical and emotional health in childhood in relation to contemporary UK concerns for all children such as weight regulation and self esteem.

Participants will be asked to reflect on their own childhood experiences of beginnings, transitions and endings. This will be related to their perceptions of self, family and others, underpinned by psychological theory to highlight the importance of relationships in growth, development and learning.

### Contextualising Children and Families

#### Aims

To enable the participant to place the child and young person and his/her family into an historical, geographical, economic and cultural context.

Participants will learn about:

- The concept of the changing families and the policies and legislation relating to families in the UK;
- Provision of statutory services and the roles and responsibilities of professionals in services for children and their families will be explored in the context of national values and priorities;
- Histories, structures and roles of voluntary organisations and social and economic conditions in which families live which will facilitate discussion of inclusive issues such as multiracialism, bilingualism and refugees.

### Children Communicating

#### Aims

To explore the ways children communicate to each other and to adults with whom they interact in daily life.

Participants will learn about:

- How the normal child development stages impact on their ability to use communication skills and some of the ways children commonly demonstrate these in their environment, such as with their parents, siblings and peers, the internet and with other adults;
- The way children see their world and how they communicate their needs and explain their actions to each other and those who have regular contact with them;
- How to address the special needs of children who are physically/mentally disabled.

### Keeping Children Safe

#### Aims

To explore the concept of safety for children, both within and outside the context of family, using three inter-related concepts of safety, risk and vulnerability.

Participants will learn about:

- How child development stages and resilience impact on their safety;
- How some of the risks that are commonly found in a child's environment, such as in the home, on the roads/trains/sea, the internet, can be managed by parents, other adults, peers and siblings;
- The general principles of keeping children safe without stifling adventure and their natural inquisitiveness;
- The enabling protective factors such as the parenting role of building self-esteem so that children can take responsibility for their own safety.

### Integrated Working in Assessment of Children

#### Aims

To allow participants to build on their knowledge of child development, communication and safe care. Using shared experiences of working with children and families in a variety of situations, familiarisation with the Common Assessment Framework (CAF) is pivotal in meeting the identified needs of children through the efficient provision of services for children in this module.

Participants will learn about:

- The Common Assessment Framework (CAF);
- The seven areas of communication, development, safety, transition, multi-agency working, sharing information and the role of the lead professional.

## FOUNDATION DEGREE IN CHILDREN AND FAMILIES

Participants will be given case studies which will be used for group work to familiarise the participants on use and the management of risk when using the common assessment paperwork. The DFES training package will be used to produce material for debate.

### Child Protection in the Multi-agency Context

#### Aims

To explore the government's policy of Every Child Matters and the new duties of the Children Act 2004 and the implications for the identification of children who have additional needs and what this means.

Participants will learn about:

- Safeguarding responsibilities and the Child Protection System;
- Identifying children who have additional needs and what this means;
- Professional bodies and their shared/different codes of conduct - guidance will be scrutinised;
- How collaborative practice can bring satisfactory results and yet present challenges for the multi-agency team.

Case study materials will be utilised for discussion and clarification of the protection process.

### Critiquing Research Methods

#### Aims

To develop understanding of the 'evidence' related to work practices and to gain a better understanding of the methods of enquiry.

Participants will learn about:

- Developing skills necessary to evaluate research evidence;
- Developing appraisal skills, using a published framework, to enhance the efficacy of a more analytical approach to the use of research findings;
- The nature of research questions alongside the theory of quantitative and qualitative research methods. Variation in sampling will be explained as will the use of survey and questionnaires in relation to validity and reliability;
- Qualitative methods such as interviews, observation, and focus groups together with the issues of rigor and dependability.

### Generic pathway level 5 modules

#### The Challenge of Adolescence

##### Aims

To introduce the participant to the basic knowledge of adolescent biopsychosocial development as a distinct childhood group and the common challenges this age group face as they pass into adult life.

Participants will learn about:

- The current government policies in relation to young people, such as NSF for Children, Young People and Maternity Services (DH 2004);
- The biopsychosocial theories that advise understanding of the transition from child to adulthood;
- The effect of a child's changing body image and mental health;
- The legal position in the UK in relation to consent.

Substance abuse, sexual health and alcohol are topics that will be used for the group tasks and the agencies that exist to support these children will be explored.

#### Children with Learning Difficulties

##### Aims

To provide participants with a theoretical understanding of the range of common learning difficulties evident in childhood.

Participants will learn about:

- Developing approaches towards children that can help to set achievable development targets, promoting improved attainment for the individual child and better integration in society.

#### Understanding Children's Occupations

##### Aims

To explore children's everyday occupations including play, leisure, self care and work, whether at school or in employment.

Participants will learn about:

- The impact of a range of factors including disability and social exclusion and the influence these factors have on a child or young person's ability to participate in a range of activities;
- How occupational engagement can be facilitated and strategies for enabling change.

### Mental Health in Childhood

#### Aims

To provide participants with a theoretical understanding of the range of mental health problems evident in childhood.

Participants will learn about:

- Developing approaches towards children that can help to set achievable development targets;
- Promoting improved attainment for the individual child and better integration in society.

### Project

#### Aims

To allow the participant to apply knowledge and skills developed during the programme to undertake a critical review and analysis of a work based issue. Details of content will vary for individuals but will normally be demonstrated by: an analytical discussion of a change needed in the workplace; a reasoned argument for how that change could occur; and the use of learning from modules studied to date to support the change identified. Students will be supported on an individual basis to meet their learning needs. Advice and interaction with the employer will be of paramount importance.

### Child Care Management pathway level 5 modules

#### Developing a Role in the Workplace

##### Aims

To explore the individual's role in the work place and, by analysing evidence, allow forecast for future needs. In addition to profession or occupation-specific aspects, the audit and evaluation of key transferable skills will be pivotal to the learning experience.

Participants will learn about:

- The concept of role development in the caring sector;
- Strategies for succeeding at work, including motivation theory;
- Dealing with patient/customer/client care input, motivation theory and reflective practice and developing their own learning contracts. Those taking career breaks may also be able to follow this module, using other situations (e.g. voluntary work, position of responsibility in a club or society) in lieu of the salaried workplace.

### Working in Teams

#### Aims

To evaluate the individual's role in working in a team, by discussion of theories of team development and the identification of successful teams which achieve excellent service provision in the health and social care sector.

Participants will learn about:

- Theories of team building, working and leadership;
- Conflict management and negotiation in the workplace;
- Models of 'reflective cycle';
- Team working in the health and social care sector and dealing with patient/customer/client/colleague conflict, team management theory and reflective practice.

### Understanding Organisations

#### Aims

To explore evidence from a variety of voluntary and statutory organisations which provide services for children in order to understand the constant change in this sector.

Participants will learn about:

- The challenges and opportunities for voluntary and statutory organisation responsible for children in the present political climate in providing excellent services for them;
- Relevant policies that impact on the individual organisation's provision;
- Key concepts in respect of working in an organisation;
- Reflective practice.

## FOUNDATION DEGREE IN CHILDREN AND FAMILIES

### Social Care/Foster Care pathway level 5 modules

#### Social Care Practice

##### Aims

To introduce participants to key aspects of social work practice and to develop their self-awareness and understanding of how personal qualities and the 'use of self' impacts on the effectiveness of promoting personal and professional identity.

Participants will learn about:

- Exploring their own beliefs and values, approaches and methods relevant to communication and interviewing strategies in social care;
- Developing basic principles of reflective practice and how to make connections in relation to power, supervision and anti-discriminatory practice;
- Issues of identity, change and transition into the role of social care participant;
- Developing skills in working with and understanding the perspectives of service users, carers and other professional colleagues;
- Appreciation of the social context of social work and its links to social policy, agency requirements and the role of all those working in social care sector.

#### Values in Social Care

##### Aims

To develop knowledge and understanding of the nature, historical evolution and application of social work values and anti-discriminatory practice.

Participants will learn about:

- The nature, historical evolution and application of social work values;
- Issues of oppression and discrimination, and processes of stereotyping and prejudices, in relation to personal, cultural and institutional processes of discrimination;
- Relevant legislation and professional codes defining ethical practice and professional conduct, including personal and professional dilemmas which may arise from conflicts between professional codes of practice and personal values and beliefs;
- Applying models of empowerment and of anti-racist and anti-discriminatory practice to their work with service users.

#### The Organisational Context of Social Care

##### Aims

To equip participants with knowledge and awareness relating to the legal, organisational and political context of welfare services.

Participants will learn about:

- The political, legislative and statutory context of social work and related welfare services by examining the history and development of social policy in the UK and Europe;
- Developing a critical awareness of the role and remit of policy development in the modernisation of social services and how to explore the connections between social policy, organisational structure, interprofessional working and anti-discriminatory practice in the social care environment.

# Contact names for Foundation Degrees

Find out more about Foundation Degrees for Health and Social Care Support Workers by contacting one of the named contacts below or the Faculty of Health and Social Care Information Office:

t: 01227 782 379

e: [health.enquiries@canterbury.ac.uk](mailto:health.enquiries@canterbury.ac.uk)

## Programme Director for Foundation Degrees

Claire Thurgate

t: 01227 894 508

e: [claire.thurgate@canterbury.ac.uk](mailto:claire.thurgate@canterbury.ac.uk)

Health and Social Care  
Foundation Degree

**Faculty of Health and Social Care  
Information Office**

t: 01227 782 379

e: [health.enquiries@canterbury.ac.uk](mailto:health.enquiries@canterbury.ac.uk)

Foundation Degree in  
Business and Administration  
in Health and Social Care

**Programme Director**

David Hayter

t: 01634 894513

e: [david.hayter@canterbury.ac.uk](mailto:david.hayter@canterbury.ac.uk)

Children and Families  
Foundation Degree

**Programme Administrator**

Rowena Boyns

t: 01634 894 517

e: [rowena.boyns@canterbury.ac.uk](mailto:rowena.boyns@canterbury.ac.uk)

**Programme Director**

Laura Gilbert

t: 01634 894510

e: [laura.gilbert@canterbury.ac.uk](mailto:laura.gilbert@canterbury.ac.uk)

---

## The University

Canterbury Christ Church University is renowned for academic excellence, a warm welcoming atmosphere and community spirit. The University is modern and friendly offering a wide range of taught programmes, research and educational services. The University continues to be the largest centre of higher education in Kent for the major public services, and offers excellent facilities including extensive library resources with computing access, a bookshop and Student Support Services.

Canterbury Christ Church University is committed to promoting equality of opportunity and diversity and widening participation. The University ensures that all members are valued for their qualities, skills, experience, abilities and contribution to the organisation in their learning.

