



Foundation Degree Health and Care

Assistant Practitioner

Year of entry 2019/20

Foundation Degree Health and Care (higher apprenticeship for Assistant Practitioners)

This course is only available to applicants via an apprenticeship scheme.

This course may also be delivered at our Medway campus, although this is to be confirmed.

WHY HEALTH AND CARE?

This Foundation Degree in Health and Care (FD HC) has been designed in partnership with local employers and current trainees to address the education and development needs of the associate (non-registered) workforce. The programme has been mapped to the apprenticeship standards for Assistant Practitioners (HEALTH).

Consequently, within the FD HC core modules are worth 80 credits (4 modules at each level) and focus on learning for work while the remaining 40 credits, at each level, represents learning at and through work. This approach ensures that the workplace is integral to your learning as you apply new knowledge, skills and behaviours competently and confidently at a higher level through the delivery of safe, effective evidence-based care. At the

same time the programme's curriculum recognises the changing landscape of care delivery, an ever growing ageing population with people experiencing multiple conditions with a growth in long-term conditions such as diabetes, stroke and dementia. Changes in models of service delivery and the relationship between service users and health and care professionals has been recognised through an emphasis on illness prevention and health promotion and working as partners in care. The increase of care delivered outside hospitals has resulted in greater integration between health and care and the need for greater inter-agency working. Greater use of technology demands a workforce who are skilled and confident in the use of new technologies.

The design of the programme has taken into account the knowledge, skills and attributes required for the future associate workforce. In particular, this programme enables you to combine academic and professional work and recognizes the importance of developing evidence-based practice. The programme embraces the values of the University as it supports the development of the whole person, respecting and nurturing the inherent dignity and potential of each individual.

WHO IS THIS COURSE FOR?

The programme is a Higher Apprenticeship for those seeking to become an Assistant Practitioners and designed to equip you with the knowledge, skills and attributes to work at a higher level. The programme will support you to become a compassionate, competent, confident and responsible practitioner through promoting reflection and reflexivity, independence and a critical awareness of your role boundaries. This will allow you to identify goals, engage in self-directed learning and achieve competence in the provision of holistic, safe, effective evidence-based care within the parameters of your practice.

“The course has opened up my career opportunities in ways I never expected. My self confidence in my abilities was next to nothing. However, during my time at CCCU, it has rocketed and I feel for the first time that I could be capable of achieving anything I set my mind upon.”

Student, Foundation Degree in Health & Care

WHAT WILL I STUDY?

The FD HC has been designed around an integration of theory and work-based learning, gained at both university and work. The programme consists of core modules where you come together with other trainees to learn shared theory in an interprofessional environment; and pathway or workplace specific modules.

Your journey starts in year one where you will begin to develop and enhance some of the fundamental skills and knowledge required for personal and professional advancement. During year one you will participate in four core modules (20 credits each, 80 credits in total) which will facilitate the development of fundamental knowledge across the health and care sector. The programme commences with an induction which encompasses both an induction to academic and work-based learning. The first module, Lifelong Learning, prepares you for your journey into and through Higher Education. Other core modules will introduce core concepts such as person-centred care, health promotion, human development through the life span and anatomy and physiology. There will be 2 open modules each year where you can tailor the learning to your own place of work.

MODULE INFORMATION

Year 1 Core Modules

We continually review and where appropriate, revise the range of modules on offer to reflect changes in the subject and ensure the best student experience. We will inform applicants of any changes to the course structure before enrolment.

Lifelong Learning (20 credits)

The aim of this module is to equip students with the necessary skills to be a lifelong learner.

Partners in Care (20 credits)

The aim of this module is to enable students to recognise their role as a partner in care and how this can be adapted to the care context.

Anatomy and Physiology (20 credits)

The aim of this module is to develop knowledge and understanding of healthy human anatomy and physiology.

Health and Wellbeing Across the Lifespan (20 credits)

The aim of this module is to develop knowledge and understanding of the factors that influence health and wellbeing across the lifespan.

Year 1 Work-Based Modules

Negotiated Learning (x2) (20 credits each)

The aim of this module is to accredit a piece of the students own learning and professional development, conducted independently outside the University in the work place.

Year 2 Core Modules

Working with Others (20 credits)

The module aims to explore the student's role within their team, the role of their team in the wider health care economy and the facilitation of others and their learning.

Transforming Practice (20 credits)

The aim of this module is to equip students with understanding necessary to apply evidence-based practice through identifying areas for service improvement, to develop sustainable solutions and proposals for change.

Vari-Ability (20 credits)

From birth to young adulthood (part 1): the aim of the module is to explore vari-ability across the life-stages. Part 1 will examine the impact of disease, chronic condition and disability from birth to young adulthood.

Vari-Ability (20 credits)

From adulthood to the older adult (part 2): the aim of the module is to explore vari-ability across the life-stages. Part 2 will examine disease, chronic condition and disability from adulthood to the older adult.

Year 2 Work-Based Modules

Negotiated Learning (x2) (20 credits each)

The aim of this module is the accreditation of a negotiated piece of learning and professional development; conducted independently outside the University in the work place.

WHAT CAN I DO NEXT?

Successful completion of the Foundation Degree will enable students Assistant Practitioners to apply for a new role. In addition, the delivery of the programme has been designed in such a way as to equip trainees with transferable skills based on the University's "Graduate Attributes Statement" which is embedded in the Learning and Teaching Strategy. The Graduate Attributes Statement states that:

"Canterbury Christ Church University is committed to the development of graduates who are intellectually curious, skilled and ethically engaged with the world and its future. Through transformative experiences, trainees have the opportunity to develop critical and imaginative thinking and compassionate responsibility".

Trainees may wish to continue in Higher Education and there are a number of progression routes (subject to application and interview) for example:

- Undergraduate Professional programmes;
- BSc Applied Practice to gain a top-up degree (without registration);

“I just wanted to take this opportunity to say what a positive experience this has been for both of the staff. Both of them have grown with so much confidence within the department and have thrived from the innovative teaching and the very positive time they have spent undertaking this course.

It has been a real pleasure to watch both of them flourish academically and professionally whilst on this course and the value of learning they have been able to bring back to their jobs is phenomenal.”

Team Co-ordinator of staff studying the Foundation Degree in Health & Care

FEES AND ADDITIONAL COSTS

Employers may access their apprenticeship levy or government co-investment to fund the programme as part of an apprenticeship.

The course is not available for self-funding outside of an apprenticeship scheme.

Additional course costs

Although we aim to minimise any additional costs to students over and above the course tuition fee, there will be some additional costs which students are expected to meet.

Costs applicable to all students

Category	Description
Text books	Own purchase text books
Travel to other sites	Where travel to other sites is required, this will be payable by the student
Library Fees and Fines	Where students fail to return loaned items within the required time they will be responsible for the cost of any Library Fees and Fines applicable
Printing & Photocopying	The cost of printing and photocopying undertaken by students to support their individual learning are payable by the student
Graduation ceremonies	It is free for the student to attend the ceremony itself. Guest tickets and robe hire / photography are additional costs payable by the student

General principle policy

The University's general principles policy for additional course fees are set out here

Category	Included in the tuition fee	Additional cost to student
Field trips (including trips abroad and trips to museums, theatres, workshops etc)	No, if the trip contributes to the course as an optional module.	Yes if the trip is optional.
Travel and accommodation costs for placements	No	Travel and accommodation costs for professional placements within the Education and Health & Wellbeing Faculties. Travel and accommodation costs for other work placements.
Text books	No	Own purchase text books.
DBS / Health checks	No	Yes
Professional Body registration	No	Yes
Travel to other sites (e.g. travel to swimming pool for lessons)	No	Yes
Clothing / Kit	Yes, where the clothing / kit is essential for Health & Safety reasons.	Yes, where the clothing is kept by the student and not essential for health and safety reasons.
Learning materials	Essential learning materials (excluding text books) in connection with the course.	Additional materials beyond the standard provision essential for the course or where the costs are determined by the student's area of interest and the outputs are retained by the student.
Library fees and fines	No	Yes
Printing and photocopying	No	Yes
Social events	No, unless the event forms an essential part of the course.	Yes, unless the event forms an essential part of the course.
Graduation ceremonies	It is free for the student to attend the ceremony itself.	Guest tickets and robe hire/ photography are additional costs payable by the student.

LEARNING AND TEACHING

Learning, teaching and assessment is heavily orientated towards work-based learning where knowledge gained is applied your role in the workplace and reflection and evaluation further enhances practice.

The emphasis of the teaching throughout the programme is centred on the programme's aim to support you to become a compassionate, competent, confident and responsible practitioner who is able to identify goals, engage in self-directed learning and achieve competence in the provision of holistic, safe, effective evidence-based care. You will be able to practice safely and effectively within the parameters of your practice, demonstrating appropriate values and behaviours in a range of health and care settings.

A blend of face-to-face and online activities has been purposively chosen to meet the modules learning outcomes and to provide a connectedness between university and work-based learning. For example, core information may be provided via narrated PowerPoint presentations, suggested readings and learning activities while learning at university will encompass action learning sets, formative peer-feedback and student-centric activities which fuse theoretical and practical knowledge. The number of face-to-face days for academic direction will normally be five per 20 credit module and in general academic direction will incorporate face-to-face, directed and on-line activities. Importantly face-to-face facilitates active learning and enhanced engagement in work-based learning as you value and accredit the knowledge and skills which have been learnt through the medium of work. This allows you to demonstrate knowledge and skill development relevant to your work and enables you to enhance practice and consider new ways of working.

Directed learning is a significant aspect of all modules and an important process to enhance and supplement learning. You are encouraged to reflect on the classroom teaching and carry out structured activities to reinforce, consolidate and revise learning. Self-directed learning is less structured and encourages autonomy and independent learning and can be enhanced by the use of the e-library where you will have access to online journals and books.

Core modules, where all trainees come together, provide the opportunity for interprofessional learning and the building of learning communities. To build on the interprofessional skills, problem-solving will be a consistent feature. To build on the interprofessional skills, problem-solving will be a consistent feature. The use of service-user case studies and scenarios will test understanding of the topic and elicit appropriate judgements, behaviours and actions. This approach will also contribute to your journey to self-regulative practitioner able to contextualise learning to the context of care delivery.

The work-based modules will allow you to develop the ability to question, listen, discuss and participate in more depth, allowing opportunity to practise different types of communication skills. The work-based modules will utilise simulation so that role play and peer observation can occur. This allows you to practise new skills in the safety of the learning environment which can then be safely transferred into work-based learning. Application of learning to practice will also be achieved in a number of ways, via group discussions and debate, service-user vignettes and case studies.

ASSESSMENTS

The assessment methods within the programme aim to provide a range of opportunities for you to demonstrate and enhance your abilities. As such the range of assessments accommodates a broad range of learning styles and

includes activities which are useful for future use in the workplace (such as the creation of posters, documenting reflections, open book examinations, teaching sessions and giving presentations). Formative assessment is a key and on-going part of student-centred learning and so plays a fundamental part in academic and work-based learning activities. To support the development of your summative assessment a range of formative opportunities will be provided i.e. peer feedback, small group discussions, comments on a draft script and presentations. This approach will allow you to develop the skill of providing constructive feedback, to share knowledge and to critique your learning.

SURPRISING TERMS

In order to graduate you will need to pass all theory and practice assessments.

HOW TO APPLY

Contact your learning and development manager to discuss access to an apprenticeship.

For more information, please contact apprenticeships@canterbury.ac.uk

FACT FILE

UCAS institution code

C10

Length

2 years full-time

Starts

April 2019

Entry requirements

Be employed for at least six months in a role in the health and care sector delivering care to enable them to meet the work-based learning outcomes;

Have certified evidence of level 2 Maths and English, or equivalence;

Have the support of your employer, via an apprenticeships scheme.

Location

Canterbury

School

School of Allied and Public Health Professions

Our Staff

[Legal & Cookies](#) | [Student Terms & Conditions](#) | [Modern Slavery Act Statement](#)

Course Enquiries:

+44 (0)1227 928000

University Switchboard:

+44 (0)1227 927700

© 2019 Canterbury Christ Church University

Last edited: 15/12/2018 18:19:00