Foundation Degree
IN HEALTH AND SOCIAL CARE FOR SUPPORT WORKERS

Also available:
Certificate of Higher Education
University Certificates
Stand Alone Modules
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INTRODUCTION

Canterbury Christ Church University

Working with you to support your future aspirations

Welcome to the Faculty of Health and Wellbeing, where you will find a vibrant and dedicated group of academic and professional service staff ready to walk with you through your academic or research journey.

As the external health and social care environment is undergoing transformation, we have also evolved to ensure that we continue to support you to develop the knowledge and skills which will enable you to influence outcomes across the sector in the years to come.

Our portfolio spans the health and wellbeing agenda; with programmes and courses that support your understanding of public health, enable you to engage in health promotion, ensure that you are fit for purpose within organisations, support you to gain an initial or an additional registration in healthcare professions, and continue to develop you throughout your career pathway.

Our academics are based at both the Canterbury or Medway campus sites, where we have first class facilities, catering for students who want to be immersed within our culture or those who simply want to visit intermittently.

In addition to delivering locally, some of our programmes are delivered at venues across the country and internationally. Our staff integrate technology into delivery, with an increasing number of courses having online content, so you are able to study within your chosen environment at your own time.

Our latest innovation is the creation of a number of programmes across the undergraduate and post graduate portfolio which have been designed with stakeholders to provide flexibility, enabling a bespoke course to match your own or your employers desired outcomes.

To support your success and future employability, our scholarship and research engaged staff create curriculum content that is at the forefront of practice and where relevant, you will have opportunities for placements.

We are continually developing our broad network of partnerships with local, regional and national providers of health and social care services and private and voluntary organisations to deliver high quality student experiences which aim to support you, as an individual to develop skills for your chosen career, for life and for employability. 93% of our students are in employment within 6 months of graduating.

We hope you will be inspired by what we currently have to offer and we look forward to welcoming you into our supportive and thriving community.

Debra Teasdale
Dean of the Faculty of Health and Wellbeing
Faculty of Health and Wellbeing

Let us help you shape your career

Here at Canterbury Christ Church University we offer a number of different work-based learning courses for people employed in the health and social care sector. The courses within this brochure are tailored towards the needs of the ‘unregistered workforce’ which means they are aimed at Healthcare Assistants, Support Workers or equivalent roles.

Included in our courses is the Foundation Degree in Health and Social Care which is designed to help you develop skills and achieve an academic qualification through work-based learning and study at university. It has been designed in partnership with local health and social care employers and organisations to ensure it is relevant to your working practices and policy.

Foundation Degrees are designed to support your academic and workplace development so that you can become an effective, reflective, confident and competent practitioner. Our aim is to help you to define and achieve both personal and work-based targets including responsibility for your own future learning and development.

In addition to the Foundation Degree, there are a number of other work-based learning opportunities including a one year Certificate of Higher Education, a shorter University Certificate (Visual Impairment Rehabilitation only), and single modules covering a range of topics.

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

Throughout this booklet you will find general information about the structure and delivery of our work-based learning courses, but if you need any further information or would like to talk to somebody about how our courses can help you, please contact us.

We look forward to welcoming you.

Chloe Griggs
Programme Director
Foundation Degree in Health and Social Care

Employers/Managers
If you would like to talk to us about bespoke courses to meet your organisational needs, please get in touch. For contact details, please see page 13.

Visit us
Find out more about our Open events at www.canterbury.ac.uk/opendays
INTRODUCTION

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 its members are valued for their qualities, skills, experience, abilities and contribution to the organisation in their learning.

Whether you are planning on moving here to study, or will just visit the University for lectures, you will be entitled to all the benefits open to Christ Church students including:

- Vibrant Students’ Union
- Library resources
- Bookshop
- Chaplaincy
- Sports Centre
- Buzzing social scene with cafés, bars, restaurants, galleries, shops, museums and tourist attractions
- Cultural activities, such as music concerts
- Student support and guidance including: employability and careers service, advice on financial matters, information about childcare, counselling service, disability advice tea

To find out more visit www.canterbury.ac.uk/studyhere

The campuses

Foundation Degrees are offered at the University’s Canterbury and Medway campuses (subject to sufficient student numbers). Both Medway and Canterbury are served by a high speed train to central London, which is within easy reach of Gatwick, Heathrow and Kent International airports.

For specific details about Medway visit www.canterbury.ac.uk/medway

Student Support and Guidance

Personal Tutors will be your first point of contact for issues relating to your programme, and they will act as a source of advice throughout the period of your studies.

The University has a central point of contact for all non-programme related University enquiries: the ‘i-zone’. You can access the i-zone online, by telephone, or by email. The i-zone is part of the wider Student Support and Guidance Department, and it is the first port of call for all student enquiries:

- Employability and Careers Services, which offer careers education, information and guidance, and provides opportunities for student volunteering and employment;
- Student Support Services, which offer study support, a student counselling service, student mental health advice, disability advice, information and help in respect of student financial support, international student advice, as well as student occupational health liaison and general welfare and advice for students.
USEFUL INFORMATION – FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE

Why study a Foundation Degree?

Our Foundation Degree is a focused course which is designed to develop your skills, give you greater confidence at work, and study alongside other health and social care support workers.

**A focused course:** The Foundation Degree is carefully designed to balance academic and work-based elements, and is focused around your own educational needs. There is a choice of specific pathways: Acute Care, Children and Families or Visual Impairment Rehabilitation; or a more generic pathway in Health and Social Care, which you can tailor to your work-place needs.

**Develop your skills:** You will: build a portfolio containing evidence of your personal and professional development; demonstrate achievement of graduate skills (linked to IT, Communication and Literacy) so that you are equipped to go on to further studies if you want; gain more advanced technical skills through the work-based element of the course; have the underpinning knowledge to understand the service you deliver; develop skills to improve the patient or service user experience.

**Gain greater confidence:** You will create a Personal Development Portfolio, and will gain skills in reflection, CV writing and self-awareness. This could be your stepping stone to studying an Honours Degree. You could go on to study our range of specialist CPD modules and/or work towards an Assistant/Associate Practitioner level post.

**Study alongside other health and social care support workers:** You will be able to share your experiences and knowledge with students from a variety of backgrounds, from End of Life Care to Operating Department to School Nursing.

What is a Foundation Degree?

The Foundation Degree in Health and Social Care is a two year University course. It is a work-based programme which means you study and work at the same time to give recognition for learning at work.

Who is it for?

The course is for unregistered health and social care workers; this will include people with lots of different job titles but it broadly covers support workers, carers or healthcare assistants. This is a great course for people who may have completed a NVQ and would like to extend their knowledge and skills.

Why should I study this Foundation Degree and what will I get out of it?

There are two good reasons to study this course. The first is to improve your knowledge and skills; this may enable you to be more effective in your job. The second is to gain a university qualification; this is a great achievement not only on a personal level but on a professional level as well. These two reasons combined may make you eligible to work at a higher level with, for example, an increase in responsibility and a promotion.

“My Foundation Degree has provided me with the academic knowledge and learning to back up my workplace practice as well as the confidence to move forward and progress my career.”

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t: 01227 782 418  e: postregandfd-healthadmin@canterbury.ac.uk
How is the course structured?

The course contains pathways and the first step is to pick a pathway; this will depend on where you work.

We offer four pathway options:
- Acute Care
- Children and Families
- Visual Impairment Rehabilitation
- Generic Health and Social Care

The course is structured into modules which are single units of study that focus on a particular subject. A single module normally has five days of attendance (usually one day a fortnight). Each module has self-directed and work-based learning to complete (outside of your time at University) and there is always an assessment at the end of the module.

Modules run from September to December (Term 1), January to March (Term 2) and April to June (Term 3).

There are two different types of modules on the course: core modules and work-based modules.

**Core modules**

Students from all pathways and different work areas come together for shared learning. Core modules cover topics that are relevant to people working in all health and social care settings. An example of this is Introducing Public Health and Social Care which covers the factors that influence the health and social wellbeing of the population in this country.

**Work-based modules**

Work-based modules are more specific and tend to appeal to people working in more specialist areas. An example of this may be Child Development which is ideal if you work with children or Long Term Conditions if you are involved with people who access services. The work-based modules will depend on which pathway you choose. For more information please refer to the table on page 8.

If you are studying full-time you will complete two modules every term: one core and one work-based. We try to alternate the modules so you only attend University once a week.

The table below shows a typical pattern of attendance. Part-time students will study half the amount of modules in a term.

| Table 1: Example of pattern of modules studied over one term for full-time students |
|---------------------------------|---|---|---|---|---|---|---|---|---|---|
| Term 1: September - December    |   |   |   |   |   |   |   |   |   |   |
| Week                            | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Core                            | 1 day | 1 day | 1 day | 1 day | 1 day |   |   |   |   |   |
| Work                            | 1 day | 1 day | 1 day | 1 day | 1 day |   |   |   |   |   |

The course consists of two levels: Higher Education Level 4 in the first year and Higher Education Level 5 in the second. Levels 4 and 5 are equivalent to the first and second year of any undergraduate University course across the country. This means you will be studying a nationally recognised qualification.
USEFUL INFORMATION – FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE

Acute Care pathway (ideal for those in Acute Hospitals)

The aim of the Acute Care pathway is to enrich you with appropriate knowledge and skills to underpin your care and to support role development within the workplace. The Acute Care pathway has been developed collaboratively between the University and practice staff in order to support people from a range of practice areas. The pathway will help you to develop professional knowledge, understanding and skills, in order to meet the requirements of changing workplace needs. The pathway is also really flexible and allows you to complete negotiated modules if the pathway modules do not suit your area of work or role.

Year 1
- Personal, Academic and Workplace Development
- Concepts of Person Centred Practice
- Introducing Public Health and Social Care
- Anatomy and Physiology
- Long Term Conditions / Negotiated Learning 1
- Identifying Risk / Negotiated Learning 1

Year 2
- Understanding Evidence for Practice
- Contemporary Issues in Ethics and Law in Practice
- Introduction to Practice Development
- Acute Care / Negotiated Learning 2
- Fundamental Phases in Care / Negotiated Learning 2
- Medications in Care / Negotiated Learning 2

Children and Families pathway (for anyone working in Acute or Community Children’s Services)

This pathway has been developed in response to the changing nature of the workforce within health and social care applicable to children and their families. Employers are looking for a workforce with the appropriate knowledge and skills to meet their requirements to provide a high quality service. This pathway ensures that there is a better provision of health and social care for the children with whom you are working. It helps you to integrate theory and practice and encourages your personal development and an increased job satisfaction.

Year 1
- Personal, Academic and Workplace Development
- Concepts of Person Centred Practice
- Introducing Public Health and Social Care
- Children, Young People and Families accessing Health and Social Care
- Physical Development of the Child
- Child Development

Year 2
- Understanding Evidence for Practice
- Contemporary Issues in Ethics and Law in Practice
- Introduction to Practice Development
- Keeping Children Safe
- Working with Children, Young People and Families
- Negotiated Learning 2 / Option

Visual Impairment pathway in association with Kent Association for the Blind (for those working with people who have a visual impairment)

This pathway has been designed in collaboration with Kent Association for Blind (KAB) to support the development of rehabilitation workers who work with people with sight impairment. The pathway has been mapped to the relevant parts of the National Occupational Standards in Sensory to ensure learning is reflective of current initiatives and developments. The pathway aims to identify the methods of support that are accessible, high quality and delivered by skilled practitioners.

Year 1
- Personal, Academic and Workplace Development
- Concepts of Person Centred Practice
- Introducing Public Health and Social Care
- Understanding Low Vision
- Indoor Orientation and Mobility
- Sight Impairment Rehabilitation

Year 2
- Understanding Evidence for Practice
- Contemporary Issues in Ethics and Law in Practice
- Introduction to Practice Development
- Advanced Low Vision
- Outdoor Orientation and Mobility
- Advanced Rehabilitation for People with Sight Impairment
USEFUL INFORMATION – FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE

Generic Health and Social Care pathway (for those working in Public, Community, Social or Therapeutic services)

This pathway has been developed to support you to gain a Foundation Degree if none of the named pathways are suitable. The pathway offers you the opportunity to design a programme which meets your own development needs and those of your work place. This may be through a negotiated module where you are able to accredit learning from the workplace or you can pick a module from another pathway. You will complete the core modules in the same way as the other pathways, but then you can pick your work-based modules.

Table 2: Modules included in the Foundation Degree Year 1 or Certificate of Higher Education

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core modules (all students)</td>
<td>Personal, Academic and Workplace Development</td>
<td>Concepts of Person Centred Practice</td>
<td>Introducing Public Health and Social Care</td>
</tr>
<tr>
<td>Acute Care</td>
<td>Anatomy and Physiology / Negotiated Learning 1</td>
<td>Identifying Risk / Negotiated Learning 1</td>
<td>Long term Conditions / Negotiated Learning 1</td>
</tr>
<tr>
<td>Children and Families</td>
<td>Children, Young People and Families Accessing Health and Social Care</td>
<td>Physical Development of the Child Development</td>
<td>Child Development</td>
</tr>
<tr>
<td>Visual Impairment Rehabilitation</td>
<td>Understanding Low Vision</td>
<td>Sight Impairment Rehabilitation</td>
<td>Indoor Orientation and Mobility for People who are Sight Impaired</td>
</tr>
<tr>
<td>Generic (pick three of the modules on the right or from any other pathway)</td>
<td>Human Development and the Experience of Daily Life / Negotiated Learning 1 / Option</td>
<td>Team Working / Negotiated Learning 1 / Option / Compassion in Practice</td>
<td>Option / Negotiated Learning 1 / Supporting the Dementia Care Journey</td>
</tr>
</tbody>
</table>

Table 3: Modules included in the Foundation Degree Year 2

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core modules (all students)</td>
<td>Understanding Evidence for Practice</td>
<td>Contemporary Issues in Ethics and Law for Practice</td>
<td>Introduction to Practice Development</td>
</tr>
<tr>
<td>Acute Care</td>
<td>Acute Care / Negotiated Learning 2</td>
<td>Fundamental Phases in Care / Negotiated Learning 2</td>
<td>Medications in Care / Negotiated Learning 2</td>
</tr>
<tr>
<td>Children and Families</td>
<td>Keeping Children Safe</td>
<td>Working with Children, Young People and Families</td>
<td>Negotiated Learning 2 / Option</td>
</tr>
<tr>
<td>Visual Impairment Rehabilitation</td>
<td>Low Vision Advanced</td>
<td>Advanced Sight Impairment Rehabilitation</td>
<td>Outdoor Orientation and Mobility for People who are Sight Impaired</td>
</tr>
<tr>
<td>Generic (pick three of the modules on the right or from any other pathway)</td>
<td>Promoting Active Engagement / Negotiated Learning 2 / Option</td>
<td>Introduction to Common Mental Health Needs / Negotiated Learning 2 / Option</td>
<td>Complex Care / Providing Supportive End of Life Care / Negotiated Learning 2 / Option</td>
</tr>
</tbody>
</table>

“One of the greatest parts of studying here is the support not only from the University but from the other members of the group. In such a short time I feel that we have come together and friendships have begun to form.”
USEFUL INFORMATION – FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE

Where will I be studying?

For half of the course (core modules) you can choose to study at either Canterbury or Medway – depending on which campus is closest to your home. For the other half of the course you will be required to study at either: Maidstone (Visual Impairment Rehabilitation only), Canterbury or Medway, depending on the work-based modules you chose to study.

This may involve some travelling but we will give you plenty of notice so that you can make travel arrangements. Maidstone, Canterbury and Medway have excellent transports links via public and private transport. Please feel free to contact us if you would like some more information about where you will study: postregandfd-healthadmin@canterbury.ac.uk

You will also do lots of studying at home – we call this self-directed learning, along with studying at work – work-based learning.

How long does the Foundation Degree last?

The course is offered over two years full-time (but do not worry this does not mean you have to give up work), and four years part-time. For both options you work and learn at the same time.

How much time will I spend studying?

In University: one day a week if you are full-time or one day a fortnight if you are part-time.

Self-directed study: this may include you studying on your days off, evenings and weekends.

Studying at work: this may involve you observing others, learning new skills, reflection, assessment of competence and experiencing other areas of work.

Will I have to make up hours in the workplace?

Typically, if you are employed by the National Health Service (NHS) and they are paying your tuition fees, your time at University will be deducted from your normal weekly working hours, i.e. if you are required to work 37 hours a week, 7 hours of that will be at University and 30 hours in the workplace.

If you pay your own tuition fees, you will need to negotiate time away from work with your employer. This may involve you attending University on your days off, or reducing your hours at work, or your employer may grant you study leave.

We do ask that you spend at least 15 hours a week at work as a minimum; this will help you to achieve the work-based learning element of the course.

What will it cost?

The tuition fees for 2014-15 are £750 per module; this includes all teaching, access to notes and learning material, access to all University facilities including our state-of-the-art library in Canterbury. There are six modules in an academic year so this equates to £4,500 per year of full-time study. Course fees are charged on a module by module basis so you do not need to find all of the money at the beginning.

Fees correct at time of printing (Feb 2014)
USEFUL INFORMATION – FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE

I’m interested in applying – who should I talk to about this?

The first step is to talk to your employer/manager at work. This is really important because their support is critical to you completing the course due to the amount of learning that needs to happen at work.

Once you have your manager’s support you will need to consider how the course will be funded. If you are an NHS employee you may be eligible for some help with your tuition fees; we recommend you talk to your learning and development manager. If you are non-NHS you may want to approach your employer to see if there is any funding available. If you are not able to obtain employer funding (but they are still happy to support the work-based learning) then you may wish to pay your tuition fees yourself. Information about student loan support can be found at: https://www.gov.uk/student-finance/overview

How do I apply?

Once you have obtained your manager’s support and identified a source of funding (NHS/private/self) you can apply for the course. This is done in a few different ways depending on who you work for and which pathway you wish to study, therefore please identify which of the following categories you come under:

NHS employee applications

If you are an NHS employee then you will need to send your completed application form to your learning and development manager. You will be able to access their contact details via your trust headquarters.

Applications for the Visual Impairment Rehabilitation Pathway

If you are applying to the Visual Impairment Rehabilitation Pathway please send your completed application form to: Kent Association for the Blind, 72 College Road, Maidstone, Kent ME15 6SJ.

For all other applications

Please send your completed form directly to the University at: Foundation Degree Health and Social Care Programme Administrator, Beckett Building, Canterbury Christ Church University, North Holmes Road, Canterbury, Kent CT1 1QU.

When do I need to apply by?

Applications need to be received by us no later than the end of June for a September start. This will ensure that your application is considered. Any applications received after June are not guaranteed to be considered but this will depend on whether there are any places left on the course. Places available on the course after June will be filled on a first come first served basis by suitable applicants.

If you are applying via your NHS Trust or via Kent Association for the Blind then it is a good idea to contact them to make sure your application arrives by their deadline.

Will I have to be interviewed?

Yes. We interview all suitable applicants to make sure that access to the course is fair and equitable. We also want to check that applicants understand the course and have the suitable employer support and means of funding. For those applying for Visual Impairment Rehabilitation related courses you may have to perform role play as part of the selection process.
USEFUL INFORMATION – FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE

Are there exams?
There is one exam on Anatomy and Physiology but this is a seen exam paper which means you know the topics you will be examined on.

What is the coursework like?
The coursework involves two different types of assessment; there are work-based assessments and also end of module assessments. Work-based assessments occur at regular intervals throughout the year. They involve a nominated mentor at your workplace assessing your new skills and providing you with feedback. The end-of-module assessments take place three times a year and may include written essays, presentations and posters.

Will I have to do extra things in the workplace?
A large part of this course involves learning at work and you will need to be exposed to different experiences in order to develop. Therefore you need to work in partnership with your employer to identify learning opportunities.

What are the entry requirements?
You must normally either:
- Be employed for at least 15 hours per week working in the health and social care sector, and, have the support from your employer who will be required to sign your application form;
- OR
- Undertake equivalent activity by working in a voluntary capacity. The precise details can be negotiated but there will still be a requirement for 15 hours per week of relevant work experience and appropriate arrangements in place to provide suitable work-based experiences.

In addition, you must normally:
- Have been working for at least one year in the health and social care sector prior to entry in a paid or voluntary capacity;
- AND
- Have certified evidence of Level 2 literacy and numeracy.

If you do not have the necessary qualifications you may be eligible for entry if you can demonstrate an ability to study at a suitable level. You will need to pass an interview and/or role play.

Does it matter that I haven’t studied for a long time?
Most of our students have been out of education for a long time – so do not worry. The course does not tend to attract lots of ‘school leavers’, in fact, almost all of our students are mature with families and have been working in the health and social care sector for many years.

The first module of the course is a great introduction to Higher Education and we cater for people who have been out of education for a long time.

“The support from my tutor, plus the support that is freely available through the University, has been and is magnificent.”
USEFUL INFORMATION – FOUNDATION DEGREE IN HEALTH AND SOCIAL CARE

Other study options

Are there any shorter courses I can study?

Yes. If you do not feel ready to commit to studying a Foundation Degree we offer other shorter courses including: a Certificate in Higher Education, a University Certificate and individual modules.

Certificate of Higher Education

This is equivalent to the first year of the Foundation Degree. The course is one year in duration for full-time students (but again do not worry this does not mean you have to give up work) and requires one day a week attendance at university. Alternatively, you can complete the course part-time over two years and this is one day a fortnight attendance.

You still need employer support and the entry requirements are the same as the Foundation Degree. The benefits of this Level 4 course are that it can be completed in a shorter space of time, and it requires less financial investment. It may be ideal if you are worried about studying at Level 5. If you complete the Certificate of Higher Education, enjoyed it and want to continue your studies, you can transfer into Level 5 of the Foundation Degree.

University Certificates

These are available if you work in the Visual Impairment sector; the Certificates are run by Kent Association for the Blind. There are three University Certificates available that will equip you with the necessary skills to either: work with people who have low vision (Low Vision Care), safely orientate and mobilise people with sight impairment (Orientation and Mobility), and provide effective and personalised rehabilitation for people with sight loss (Visual Impairment Rehabilitation). The Certificates consist of two modules each, one at Level 4 and one at Level 5. Each University Certificate takes around six months to complete, this is normally three months followed by a break and then another three months.

Individual Modules

If you do not want to study a whole programme and just want to access specific learning, all of our modules can be studied on an individual basis. You will still need employer support for the work-based element and the entry criteria and application process is the same – see page 10. However you simply join us for one module, complete the assessment and gain 20 academic credits for each module completed. This is a great opportunity if you are seeking knowledge in a particular area, for example if you work within a dementia care setting you may wish to study Concepts of Person Centred-Practice. Individual modules may also be a great opportunity to experience University – and after, if you like it and successfully pass the module, you can enrol on a Foundation Degree or Certificate of Higher Education. Individual modules take around three months to complete.

“The last two years have been a wonderful experience. Learning new ideas, putting theory into practice and using research to enhance ideas and opinions has meant that I have become a more confident and assured professional. The Foundation Degree has given me a qualification but more importantly given me the piece of the puzzle that was missing - knowledge from learning in higher education.”
Information for managers/employers

How much time will my staff spend away from the workplace?

If your staff choose to study the Foundation Degree full-time they will be required to attend University for one day every week during term-time. Full-time study takes two years to complete and your staff will graduate with a Foundation Degree in Health and Social Care. Part-time students attend University one day every fortnight and the course takes four years to complete.

Am I required to do anything to support my staff in the workplace?

Yes. The very nature of a Foundation Degree means that it is work-based and 50% of the learning happens at work. You will need to be prepared to offer the following: a nominated mentor to support the individual undertaking the course; protected time for mentor and student to work together; the opportunity for your employee to gain experience through new learning opportunities; possible career progression after completing the course. The nominated mentor needs to be someone who is suitably experienced who can offer education, support and guidance.

Can I have a say in what my staff study?

Yes. You should be involved in guiding your employee to pick a pathway and modules that are appropriate to the workplace and their role. Each module will have work-based tasks (this may be clinical competencies, communication skills, administrative skills etc) therefore it is really important that your employee chooses modules and subjects that can be studied at work and are relevant to their work.

Is any funding required from my department?

For non-NHS organisations: You may be required to offer salary support for your employee while they are away from work. This will allow them to attend University and gain new knowledge and skills that they can then bring back to the workplace to improve efficiency and effectiveness. In some instances, employers may wish to pay for or contribute to tuition fees. This financial support will save your employee from taking a student loan to pay for the course, and will have direct benefits for your organisation by having a more skilled and knowledgeable worker.

For NHS Trusts: In most cases funding for tuition fees can be obtained from the Strategic Health Authority, or, as from April 2013, the Local Education and Training Board. Your Trust may have already applied for commissioned places on the course so please contact your learning and development manager who will be able to help you. The only funding required from your department is to provide salary support for the employee while they attend University.

How will this help my staff?

Once your employee has completed the course they will be eligible to work as an Assistant/Associate Practitioner or equivalent at Band 4. They will have gained knowledge and skills during the course which will enable them to take on roles and responsibilities previously only undertaken by registered staff. The new responsibilities will vary depending on the sector, for example in an acute hospital setting: admission and discharge planning, assessment and scrubbing in theatres, or, in a private care home: leadership, management and patient care or service user support. This will make your employee a more productive member of staff.

For an informal chat or to discuss bespoke work-based learning, please contact the Programme Director:

e: chloe.griggs@canterbury.ac.uk  |  t: 01227 767 700 ext. 2029
Level 4 Core Modules

Personal, Academic and Workplace Development

This module has three broad aims. The first is to introduce you to the basic academic study skills required at Higher Education. Skills will be focused around academic reading, writing and reasoning. The second aim will focus on introducing the concept of evidence-based practice, fostering connections between academia and workplace practice. The third and final aim is to facilitate a positive start into Higher Education by commencing self-development, understanding learning styles, communication and professionalism, identifying how this impacts on the workplace.

You will be introduced to the main University systems which will enable you to be an independent learner. These may include the E-Library, the Virtual Learning Environment, the Room Booking Database and Turnitin. The module will provide structured taught sessions on topics such as: reading and note taking skills, structuring an essay and use of literature within academic work (referencing and paraphrasing). Evidence-based practice, literature searching and appraisal skills will be a fundamental theme running throughout. Self-directed learning will be structured around personal development, learning styles, communication, professionalism and team working.

Concepts of Person Centred Practice

The aim of the module is to introduce you to the policy drivers and key concepts of recovery, self-care and enablement as person centred approaches in health and social care. This module will focus on the person as the central element to practice in health and social care services. Particular emphasis will be placed on the personalisation agenda, recovery and enablement approaches.

Focusing on the concepts of recovery, enablement and self-care, you will explore key elements of person centred practice which are likely to include empowerment, autonomy, experts by experience, and individual identity. The influence of wider factors on people and their engagement in the recovery and enablement process will be acknowledged.

Key policy relevant to people accessing a range of health and social care services will be presented. You will be encouraged to draw links between these documents as well as critiquing application in your own practice and the context in which you work.

Key models which may be utilised to shape the recovery and enablement process will be presented with consideration given to their application in practice. You will develop your collaboration and professional skills with people, particularly in relation to setting meaningful goals for the individual. Possible challenges to the implementation of person centred practice will be discussed with an emphasis placed upon positive risk management.

Introducing Public Health and Social Care

The aim of the module is to introduce you to a selection of current national and local major health issues, their underlying causes, the influence of the life course and how these inform public health. The module aims to encourage you to reflect on how your own work and skills contribute to local and national public health aims.

The module will provide an overview of the major health issues in the UK with reference to current data. The module will introduce you to the key determinants of health across the life course. You will reflect on these in the context of their work. You will discuss the meanings of key terminology such as health, wellbeing, health education, health promotion, health improvement, health protection and public health, and identify examples of these in their workplace. You will be introduced to a range of practical skills related to health communication and given the opportunity to practice and self-evaluate a selection.
Level 4 Work-based Modules

Anatomy and Physiology

The aim of the module is to equip you with a basic introduction to human biology. The focus of the module is on healthy human function. The module attempts to provide you with an understanding of the main body systems and those applicable to your place of work. Each system is broken down to consider the structural anatomy and then the functional physiology. You will be encouraged to apply the theory from this module to your clinical practice through demonstrating competence in a number of clinical measurements. You will be supported at work to gather information through clinical measurements, identify if the measurements fall within a normal homeostatic range and then document and communicate findings. The module is broken down into five taught days; the first day will aim to equip you with a basic appreciation of the cell and its chemical functions. Thereafter, each day will focus on the following major body systems: cardiovascular, respiratory, renal and digestive. You will be encouraged to tailor your self-directed learning to ensure you focus on body systems which are applicable to your workplace practice. These subjects are to be negotiated and agreed with your employer and up to two can be selected from the following systems: lymphatic, nervous, endocrine, reproductive, musculo-skeletal and special senses.

Identifying Risk

The aim of the module is to provide you with a broad perspective on identifying, assessing and managing risk within a range of areas of practice. This will inform your role in applying best practice to ensure safe, effective and person-centred practice. The module will examine how evidence-based and evidence-informed practice can help address risk and minimise harm.

The module will help you to develop a deeper understanding of risk and the principles of risk assessment and management. You will have the opportunity to examine what constitutes risk, while recognising the importance of responsible risk taking within practice. The module will introduce you to a range of risk factors and assessments focusing on areas such as, tissue viability, prevention and management of falls, nutrition, safeguarding, deprivation of liberties safeguards and managing challenging behaviour. The module content will advance knowledge and understanding of professionalism within the context of assessing and managing risk.

Long Term Conditions

The aim of the module is for you to gain an increased understanding of the most prevalent long term conditions currently affecting the population within the United Kingdom, the impact this has on an individual's life and wellbeing, and on health and social care services. The module considers the current policy drivers and how these link to the objectives in management of condition.

The module will include the pathophysiology, assessment and treatment options for a range of long term conditions which reflect the most significant causes of morbidity and death according to the World Health Organisation (WHO, 2008) and current priorities of UK health and social care. Topics may include: ischemic heart disease, cerebrovascular disease, chronic obstructive pulmonary disease, cancers and diabetes mellitus.
Human Development and the Experience of Daily Life

The module aims to develop your knowledge and understanding of how a person develops across the lifespan. The personal, socio-cultural and contextual factors that enable or limit participation in daily life and how they impact on health and wellbeing will be considered.

Human development will be defined as a lifelong process. You will explore aspects of human development, identifying key life stages and how these influence what a person does in their life. The bio-psychosocial model will be used to explore personal, socio-cultural and contextual factors and how they influence health and wellbeing across the life span. You will be expected to explore how knowledge and understanding of human development and life stages informs your interactions with people.

Team Working

The aim of this module is to identify the key features of effective team working within health and social care along with the challenges and enablers of multiagency working. You will explore what it means to be working within a multiagency environment in the broadest sense before focusing on the role definition of specific professionals, agencies and people who use services. You will be encouraged to examine the differences and similarities between various professionals, considering how these elements impact on the provision of person centred practice.

You will examine the theoretical explanations of team development and functioning, including role theory, dynamics, communication and leadership. Attention will also be given to general factors which may facilitate or hinder multiagency working. You will be encouraged to draw upon this theory to inform your understanding of how a team with which you are familiar functions to facilitate the provision of person centred practice.

Negotiated Learning 1

The aim of this module is the accreditation of a piece of your own learning and development, conducted independently outside the University in the workplace. There is no formal taught content to this module and the subject/focus of the module is chosen by you, in partnership with your employer and academic tutor. The University provides academic support, relevant guidance materials and access to resources.

Children, Young People and Families Accessing Health and Social Care

Within this module you will gain an overview of the health and social care provision for children, young people and families. It will examine relevant policies such as ‘Every Child Matters’ and the ‘National Service Framework for Children, Young People and Maternity Services’ and legislation such as the Children Act and the effect that such policies and legislation have on service provision with health and social care. This will be applied to your workplace and analysis of how these policies are implemented in your area. It will explore the points of access within the children’s services and explain how the service user gains access to these at different points within their childhood, along with possible factors influencing their choice. The relationship between the child, young person and family will be debated with particular attention given to how this might change throughout a child’s development, on-going illness or social care need. It will also include the acknowledgement that services can be imposed onto the service user in line with health and social care policy and legislation, and the impact that this imposition can have on both the service and the user.
Physical Development of the Child

The aim of the module is to equip you with the skills and knowledge required to identify health and deviations from health in the context of physical development of the child and to recognise variations in children of different ages. This module will commence with an introduction of the developing infant and continue with a systems based approach, including, for example, cardiovascular, digestive, respiratory and renal systems, in order to consider the anatomical and physiological variations of different age groups. Discussion will enable you to increase your skills of recognising deviations from health and how ill-health may impact diversely on the varying age groups. Consideration will also be given to monitoring and maintaining health e.g. immunisations, growth charts. Common acute and chronic illnesses will also be explored.

Child Development

The aim of the module is to provide you with knowledge of theories underpinning child development, concentrating on emotional, social and cognitive development, and the skills to identify influential factors on deviations from the child’s expected development.

Theories of social, emotional and cognitive development, and interlinking concepts such as Attachment Theory, will be explored along with experience in relation to the workplace to increase knowledge of child development. Cultural, social and environmental influences on development will be considered and discussed. Skills of observation and assessment will be attained from theory and practice to assist you to identify deviations from expected development and how this may impact on the healthy lifestyle of the child and family, including how they cope with or adapt to potentially challenging situations. Local, national and international policies will be examined to gain understanding on how the life, health and social opportunities of the individual child or young person may be maximised to reach their full potential. Workplace experiences will be shared and discussed within the class setting to increase awareness and you will be encouraged to reflect on this in order to improve practice within the workplace.

Understanding Low Vision

The aim of the module is to provide you with an opportunity to learn the causes and effects of low vision and how to carry out an assessment of low vision needs. The module will commence with instruction on 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 and children and those who have additional loss of hearing or other disabilities will be examined along with the skill of refraction and knowledge needed for good eye care. The professionals involved in eye care services and pathways of care available for people with sight impairments will be identified and the process of registration justified. You will be made familiar with distance viewing aids and high/low technology aids available for all age groups.
Sight Impairment Rehabilitation

This module aims to allow you to advise people with sight impairment about their rights and benefits and help them devise strategies to undertake the basic activities of independent living. The module will commence with information on teaching and learning, welfare rights, legislation, benefits; and concessions will be discussed in relation to personal circumstances. The notion of sight impairment and disability awareness will be ‘unpicked’ in relation to contemporary society.

Skills in teaching safety in the kitchen and basic cooking will be demonstrated and practiced under supervision and extended to cover basic home management and personal care. There will be instruction on skills in verbal, written, telephone and tape communication with people who are sight impaired. You will be expected to take responsibility to practice your rehabilitation skills outside the taught sessions, under the supervision of your mentor.

Indoor Orientation and Mobility for People who are Sight Impaired

This module will allow you to teach people with sight impairments throughout the age ranges to move around an indoor environment with confidence and in safety. You will be introduced to psycho-social aspects of orientation and mobility for blind and partially sighted people, taking into account child development stages in the early years of mobility. Assessment strategies for children and adult will be explored. There will be discussion on the health and safety issues around mobility and the use of remaining functional vision, auditory and other sensory skills to assist people with sight impairments. Sighted guide techniques will be demonstrated and taught as a skill, as will Pre-cane skills such as body protection and trailing. The theory and correct skills when using symbol and guide canes will also be demonstrated and taught.

Compassion in Practice

Each session for this module is themed in accordance with the module aims and begins by exploring compassion and what this means to you, considering experiences and theory of dignity, trust, empathy and respect. Communication techniques will be explored to consider effective ways of initiating and maintaining therapeutic relationships and effective team work.

You will be encouraged to explore your personal values, organisational values and those of patient/service users, and consider how these can be aligned to facilitate a quality service. You will be supported to consider the notion of competence and the use of reflection to assess your competence at work.

All sessions build upon one another to achieve a sense of accountability and responsibility; together these will engender a sense of courage to act in the best interests of the patient/service user.

Supporting the Dementia Care Journey

The module will begin by addressing the basic anatomy and physiology of dementias to give you an underpinning knowledge of the disease and its progression. This then allows you to appreciate the different behaviours that manifest and the interventions that enable people with dementia to actively participate in daily life. There will be an emphasis placed upon supportive strategies used during the dementia care journey and the essential communication skills needed.

The concepts of person-centred care, personhood, policy, family and carers will run as themes throughout the module and will be supported by best practice examples and new insights.

Group discussion will allow you to link theory to your workplace practice. Service user and carer narratives will allow you to appreciate what it is like to live with dementia.
Level 5 Core Modules

Understanding Evidence for Practice
This module builds on the core module – Personal, Academic and Workplace Development. The module will explore the meaning of evidence-based practice and the range of evidence available within the health and social care sector. It will also examine types of research and issues relevant to being valid and applicable to practice. It will provide you with the knowledge and understanding to be able to critically appraise research and other sources of evidence and to evaluate their relevance to your practice.

Contemporary Issues in Ethics and Law for Practice
The aim of the module is to enable you to enhance your 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 will include 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 study of the nature and sources of law, the functions of the civil and criminal law both at statute and within common law boundaries. You will be able to discuss the nature of litigation and the measures that can be employed in practice in order to avoid this. The module will draw heavily on your experience to examine on-going legal and ethical dilemmas present in everyday practice. Discussion and debate will centre on issues across the lifespan; from birth to death and in doing so will discuss and debate, equitable distribution of resources, the value of life and the right to die, confidentiality, consent and patient autonomy, and the duties, rights and responsibilities of practitioners.

Introduction to Practice Development
The aim of this module is to equip you with the understanding necessary to identify areas for practice improvement, to develop solutions and to achieve effective change.

You will be supported to explore an area of workplace practice which would benefit from change and the module will support participants to apply theoretical and practice based knowledge, developed during the programme, in order to undertake a critical review of a work-based issue.

This module will familiarise you with the processes of change within organisation. You will explore how organisational culture has an impact on the processes of practice development. The module will include study of theories of practice development including: drivers for change; resistance to change and evaluation and impact of the change.
Level 5 Work-based Modules

Acute Care

The aim of this module is to enable you to identify, assess and care for people who are at risk of becoming or are acutely ill. To work within your own scope of practice, the policy prescribed by your employer and the national guidelines on best practice. The module will promote effective communication within the multi-professional team and facilitate reflection in order to improve care delivery.

This module will enable you to gain knowledge and understanding of common acute conditions, for example, respiratory assessment, ventilation and perfusion will be discussed. The causes of respiratory failure will be outlined and the usual care/interventions for these people such as peak flow measurement, use of humidification, oxygen and non-invasive ventilation will be justified.

Circulatory assessment and haemodynamic physiology will be covered for the patient in cardiogenic, sepsis and hypovolaemic shock, and the priorities of care for these people addressed. Fluid balance and fluid shift in the acutely ill will be considered in the use of therapeutic fluid administration. Nutrition will be considered in relation to the care of the acutely ill person.

Fundamental Phases in Care

The aim of the module is to equip you with an overarching perspective on an individual's journey through care. The module is presented in phases from the first point of contact with an individual through to the last point of contact through discharge, referral on, or death. The module seeks to establish a critical appreciation of the complex and non-linear nature of an individual's journey and a problem-solving approach needed by providers in the negotiation of contemporary health and social care systems.

The module presents you with an exploration of the fundamental phases of an individual's journey through health and social care services. The module will examine the referral process, assessment, planning, intervention and discharge. Theory presented will particularly emphasise prioritisation, reasoning, decision making and problem solving. Particular emphasis will be placed on collaborative working as an effective facilitator of superior service provision. Communication between providers, the individual and their family will also be explored. You will be encouraged to reflect critically on theory presented, drawing on examples from practice to illustrate the links between theory and practice. Relevant policy will be presented and explored throughout the module.

Medications in Care

The purpose of this module is to enable you to develop knowledge and understanding of the process of safe administration and the effect of medicines on individuals. This module will enable you to gain knowledge and understanding of the common medications used in health and social care. The basic principles of pharmacology will be studied; this will enable you to understand the effect of medicines on the individual, across all age ranges and life span. Safe practice for administration of medicines will be explored; this will include practice at calculating drug doses. The roles and responsibilities of individual members of the health care team, the person and the organisation in the prescribing, administering, storage and disposal of medicines will be examined. Consideration will be given to the legal frameworks for the licensing, supply, prescribing and administration of medicines.
Keeping Children Safe

The aim of the module is to explore the concepts of safety, risk and vulnerability for children, with particular focus on safeguarding and protecting children from abuse and neglect. This module brings together the knowledge and understanding gained throughout the Foundation Degree by critically exploring and reflecting upon professional, multiagency imperatives to keep children safe. This module will enable you to learn about the nature, historical background and applications of keeping children safe. You will consider issues of risk, vulnerability, and protective factors within the child, the family and the community. You will further explore the relevant law and policy and will address the duty of professionals who work with children and families to practice within a multiagency context applying the current children’s policy and legal frameworks in England. You will critically analyse approaches and strategies that guide professionals and agencies to identify emerging vulnerability, address additional needs of children and protect them from harm and neglect.

Working with Children, Young People and Families

The aim of this module is to stimulate reflection and provide knowledge upon the multi-disciplinary approach required when working with children, young people and their family within health and social care. You will be introduced to the Rights of the Child and the idea of changing childhoods within the changing family context. The history of the family will be explored, with reference made to socio-economic policy and legislation and opportunity given to debate what constitutes ‘a family’. The issue of confidentiality with regards to young people of teenage years and their right to withhold information and professional’s responsibilities to young people and their families will be debated. The issue of obesity, mental health, the ‘child as carer’ will be explored and consideration will be given to both the physiological and psychological effects that these may have on a child, young person or family.

Low Vision Advanced

This module will provide you with the advanced knowledge and skills to support people with low vision. It will explore how to design and implement appropriate low vision therapies and training programmes. It will identify appropriate low vision aids to assist people with sight and hearing impairments. This module will help you to evaluate the clinical treatments for most common eye conditions and the pathways to best practice in eye care. You will demonstrate a familiarity with high and low tech vision aids within a programme of visual therapy, to meet the needs and choices of people with low vision.

Advanced Sight Impairment Rehabilitation

This module aims to allow you to be able to support the person with low vision to communicate more effectively within their environment and support them with life skills in various settings. It identifies appropriate methods for teaching groups in the workplace and professional settings building upon the skills learnt at Level 4. In this module you will focus on learning and teaching vital life skills to assist those with sight impairment to function safely. You will be introduced to the knowledge base required to use contemporary hi-tech communication aids. The sessions will focus on teaching awareness sessions to a variety of groups within their own workplace or for staff working in other settings, for example, library staff that will need to have an awareness of people who are visually impaired. This module will build upon the skills learnt at Level 4. You will adapt and implement appropriate training sessions for professionals who may come into contact with people who are visually impaired.
FOUNDATION DEGREE MODULES

Outdoor Orientation and Mobility for People who are Sight Impaired

This module will help you to support and train people with sight impairments throughout the age ranges, to orientate and mobilise around an extended outdoor environment with confidence and in safety. Many new skills will be introduced within this module to allow the mobility instructor to support people to move around safely in outdoor environments using a long cane. Building on the cane techniques from Level 4, this module will introduce cane skills for outdoor navigation and movement around the person’s residential and/or work and school areas. Attention will be given to town centre travel, controlled/complex road crossings, public indoor environments such as shopping centres, and the use of public transport. There will be focus in all these activities to consider the needs of children (as appropriate). During all aspects of the module, strategies for problem solving in relation to poor travel skills will be explored. You will assess and plan travel routes, identify appropriate options and consider issues of safety to enable access to identified locations.

Promoting Active Engagement

The aim of the module is to explore a range of key interventions as a means of promoting participation in daily life. You will explore your role within carrying out interventions to meet assessed needs. Consideration will be given to the wider team members with whom you may need to communicate to fulfil this role. Methods of analysing and adjusting activities will be introduced as a process to understand interventions. Planning and problem solving will be explored as common principles at all stages of the process; this will also include consideration of the on-going assessment of risk. You will be introduced to and required to explore the evidence base for a range of interventions which will reflect the various aspects of the roles which you may be required to fulfil as a support worker. These interventions are likely to address fatigue, falls prevention, continence, personal hygiene, memory loss, anxiety, cognitive impairments, mobility and transfers, nutritional needs and communication. The contextual environment in which these interventions are pursued will also be explored.

Introduction to Common Mental Health Needs

The module aims to develop your understanding of the prevalence of the more common mental health needs and the context of where and how these are recognised, assessed and managed within a range of mental health services. The module further aims to help you to relate theory to practice by encouraging reflection on your clinical practice and drawing on theory from this and other modules. It aims to help you embed theory into practice by enabling an enquiry-based approach by facilitating group clinical supervision for participants enrolled on the course.
Providing Supportive End of Life Care

The aim of the module is to develop an understanding and application of the philosophy of end of life care. The comprehensive nature of this concept will be considered in a variety of settings, taking into account the needs of the person, family and health professionals. The module will follow the person in their journey identifying when they are nearing end of life through to care of the family after death.

This module will facilitate you in your understanding of the complex nature of end of life care. It develops the principles of best practice in the comprehensive holistic assessment and management of the physical, psychological, social and spiritual needs and preferences of people in end of life care. The module will introduce skills required for effective communication and attentive listening with people, families, carers and other members of the multi-disciplinary team and collaborative partners. You will explore boundaries between your own role and those of others.

Complex Care

The aim of this module is to build upon the knowledge and skill gained during the work-based modules at Level 4. This module is ideal if you work with people who have long term conditions, and you may be required to provide care in some more advanced or complex situations. The aim is to equip you with the higher level knowledge, skills and confidence required when dealing with complex situations. Each session will introduce a key theme which may include topics such as: spirituality, religion, advocacy, emotional burden of caring, conflicts of interest and inter-professional issues. The module will explore the technical, physical, intellectual or emotional factors that make a situation complex.

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. There is no formal taught content to this module and the subject/focus of the module is chosen by you, in partnership with your employer and academic tutor. The University provides academic support, relevant guidance materials and access to resources.
Contact us

If you would like to discuss any of our courses or modules, or have any questions about Foundation Degrees, please contact us by telephone 01227 782 418 or email postregandfd-healthadmin@canterbury.ac.uk

We look forward to hearing from you.