

**DEFINITIVE COURSE RECORD**

Course Title	<b>FdA Health Care Practice (End of Life)</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 5</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>240 Credits Level 4: 120 Credits Level 5: 120 Credits</b>
Mode of Attendance	<b>Full-time and Part-time</b>
Standard Length of Course <sup>3</sup>	<b>2 years full-time</b>
Intended Award	<b>FdA Health Care Practice (End of Life)</b>
Named Exit Awards	<b>CertHE Health Care Practice</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: 80 UCAS tariff points (or equivalent) Students must be employed in the health care sector Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</b>
Delivering Institution	<b>University of Suffolk</b>
UCAS Code	<b>n/a</b>

This definitive record sets out the essential features and characteristics of the FdA Health Care Practice (End of Life) course. The information provided is accurate for students entering level 4 in the 2017-18 academic year<sup>5</sup>.

**Course Summary**

The course provides a flexible work based learning programme which develops knowledge of key areas of health, including the primary, secondary and tertiary sectors which are supported by government strategies (Department of Health, 2012). The Foundation degree is an employment-based higher education qualification set out by the Department for Education and Skills. It offers students a mix of work-related specialist skills and academic study. Graduates of the Foundation degree in Health Care Practice will be well placed to take advantage of a variety of career openings which exist in the health care arena.

The motivation for this programme is to create for students a clear framework for practice that is underpinned by knowledge, skills, appropriate professional attitudes and accountability, critical evaluation and reflection. This is encouraged through the use of relevant and current research/literature to support students' learning. Students will be

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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exposed to a variety of teaching, learning and assessment methods that will link theory to practice and practice to theory and place the service user at the centre of the learning.

It is envisaged that on completion of the course, students will be working at the level of an assistant practitioner or band 4 worker. These are workers that deliver care to patients under the direct supervision of a registered practitioner, with a level of knowledge and skill beyond that of the traditional healthcare support worker. They take some tasks from registered professionals and may work across many of the traditional professional boundaries.

### Course Aims

- To provide the students with the knowledge, understanding and associated skills that will enable them to work effectively, flexibly and responsively within their work arena
- To enable students to recognise the scope, depth and breadth of their knowledge and skills within the interprofessional team
- To provide the students with an appropriate understanding of the regulatory and legislative framework for care pertinent to their role
- To provide opportunities for students to develop key skills to prepare for further study and / or employment and lifelong learning
- To encourage the students to become active learners, thus learning through practice, rather than learning to practice
- To provide the students with the opportunity to explore methods of research relevant and appropriate to the care setting
- To enhance the students' communication and interpersonal skills
- To facilitate the students understanding of leadership skills to enable the individual to respond flexibly to organisational and personal change
- To develop within the students' enthusiasm for higher education learning
- To ensure that the student can contribute to meeting the challenges of enhancing health care delivery
- To provide students with a recognised higher education qualification which provides the opportunity to access an honours degree and / or a professional qualification
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### Course Learning Outcomes

The following statements define what students graduating from the FdA Health Care Practice (End of Life) course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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### **Knowledge, understanding and cognitive skills**

1. Transfer and apply previous knowledge, skills and understanding to new situations and contexts relevant to the students' field of health care
2. Develop strategies to improve their practice through critical reflection
3. Understand the research process and its application to practice
4. Apply rationales for care based upon current theory
5. Understand the holistic nature of the person

### **Key / transferable / lifelong learning skills**

6. Demonstrate an understanding of the importance of effective verbal and written communication
7. Recognise and work within the defined role specific scope of practice to ensure safe and collaborative delivery of health care
8. Demonstrate leadership qualities which contribute to enhancing care delivery
9. Use a range of techniques to plan, monitor and evaluate individual skills to improve performance

### **Subject specific**

10. Demonstrate awareness of the individuality of responses to palliative and end of life care and death and dying, recognising how this influences health behaviours
11. Recognise the ethical and legal implications as applied to palliative and end of life care
12. Demonstrate knowledge of the principles and theories underpinning models of end of life care, symptom management and principles of rehabilitation within palliative care

### **Course Design**

The design of this course has been guided by the following Professional Standards:

- NHS Knowledge and Skills Framework
- Skills for Health

### **Course Structure**

The FdA Health Care Practice (End of Life) comprises modules at levels 4 and 5.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

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	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Personal and Professional Development	20	M
	Communication and Teamwork	20	M
	Health Care in Society	20	M
	Human Anatomy and Physiology	20	M
	Practice Learning 1	40	M
Level 5			
	Introduction to Research	20	M
	Personal Development and Leadership skills	20	M
	Practice Learning 2	40	M
	Supporting Palliative Care in Practice	20	M
	Ethical and Spiritual Perspectives in End of Life Care	20	M

**Awards**

On successful completion of the course, students will be awarded a FdA Health Care Practice (End of Life). Students who leave the course early may be eligible for a CertHE Health Care Practice on successful completion of 120 credits including all mandatory modules at level 4.

**Course Delivery**

The course is delivered at Ipswich. Students studying full-time on FdA Health Care Practice (End of Life) should expect to have approximately 150 contact hours for level 4 and 150 contact hours for level 5. The contact hours will be a mix of lecture, presentation and practical activity. In addition, students will be expected to engage with about 100 hours of on-line learning activity for each level, and students will normally be expected to undertake 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises. .

**Course Assessment**

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module’s intended learning outcomes. Assessment on the course overall will be approximately 95% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects) and 5% examinations.)

**Course Team**

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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### Course Costs

Students undertaking the FdA Health Care Practice (End of Life) will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£8,220 per year
Part-time UK/EU	£1,370 per 20 credit module
Full-time International	£14,580 per year
Part-time International	£2,430 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).