

**DEFINITIVE COURSE RECORD**

Course Title	<b>FdA Health and Wellbeing [higher apprenticeship]</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</b>
Standard Length of Course <sup>3</sup>	<b>Two options: 18 months or 2 years full-time</b>
Intended Award	<b>FdA Health and Wellbeing</b>
Named Exit Awards	<b>CertHE Health and Wellbeing</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: 80 UCAS tariff points (or equivalent) Students must be employed in the health or care sector Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</b>
Delivering Institution(s)	<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 and Wellbeing course. The information provided is accurate for students entering level 4 in the 2018-19 academic year<sup>5</sup>.

**Course Summary**

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 and Wellbeing will be well placed to take advantage of a variety of career openings which exist in the health and care arena. This programme will be offered as part of the Higher Apprenticeship, and is mapped to the Assistant Practitioner Standard.

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 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.

<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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It is envisaged that on completion of the course, students will be working at the level of an assistant practitioner, senior care worker or band 4 worker. These are workers that deliver care to service users under the direct supervision of a registered practitioner, with a level of knowledge and skill beyond that of the traditional health and care 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 inter-professional 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 and care delivery
- To provide students with a recognised higher education qualification which gives the opportunity to access an honours degree and / or a professional qualification

### **Course Learning Outcomes**

The following statements define what students graduating from the FdA Health and Wellbeing 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 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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*On completion of the Certificate of Higher Education the student will be able to:*

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

1. Understand the national and local policies and legislative framework pertinent to the field of health care and the students' role.
2. Demonstrate knowledge of the principles and theories underpinning contemporary health care locally and nationally.
3. Appreciate how their own values, beliefs and attitudes influence their practice.

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

1. Communicate effectively using appropriate verbal and non-verbal skills.
2. Work collaboratively with others to achieve negotiated goals.
3. Demonstrate appropriate use of information technology and numeracy skills.
4. Utilise time management skills to problem solve and prioritise workload.

*On completion of the Foundation degree the student will be able to:*

### **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**

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

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### Course Design

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

- NHS Knowledge and Skills Framework
- Skills for Health
- Apprenticeship Standard for an Assistant Practitioner (Health)

### Course Structure

The FdA Health and Wellbeing 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.

	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Personal and Professional Development	20	M
	Communication and Teamwork	20	M
	Health and Wellbeing	20	M
	Options: choose one of the following Human Anatomy and Physiology Or Human Growth and Development:	20	O
	Practice Learning 1	40	M
Level 5			
	Introduction to Research	20	M
	Personal Development and Leadership skills	20	M
	Practice Learning 2	40	M
	Any two of the following options:		
	Promoting Health in Acute Care Practice	20	O
	Living Well with Long Term Conditions	20	O
	Foundations of Acute and Long Term Conditions	20	O
	Holistic Care in Mental Health	20	O
	Recovery in Mental Health	20	O
	Contemporary Issues in Learning Disability Practice	20	O
	Complexity in Learning Disability Practice	20	O
	Supporting the Safe Management of Medication	20	O

<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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Optional modules are offered and delivered according to student demand within the second year of the Foundation degree programme. Options have been provided to support varying roles within health and care practice. Students are able to select any combination of optional modules, but examples which encompass clinical and non-clinical routes are provided in the course handbook for guidance purposes.

### Awards

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

### Course Delivery

The course is delivered across a number of sites including Ipswich, Bury St Edmunds, Kings Lynn and Cambridge. Students studying full-time on FdA Health and Wellbeing should expect to have approximately 150 contact hours for level 4 and 150 contact hours for level 5. In accordance with the requirements for off-the-job training within the apprenticeship standard, students will attend one day per week and 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 90% coursework (including essays, presentations, group work, and research projects) and may also include examinations depending on the selection of optional modules.

### End Point Assessment

On completion of the Foundation degree and as part of the apprenticeship standard, the student will be required to undertake an end point assessment with an external assessor.

End point assessment:

- Provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship
- Enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work
- Tests the knowledge acquired by the apprentice throughout the apprenticeship.

The end point assessment includes the following components:

1. A **multiple choice and short answer test**
2. An **observation of practice** undertaken in the workplace
3. A **reflective journal** completed by the apprentice and an **interview**

### 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.

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### **Course Costs**

Apprentices undertaking FdA Health and Wellbeing Higher Apprenticeship will not be asked to contribute financially to the direct cost of learning or assessment. The total cost of the apprenticeship will be agreed between the University and an apprentice's employer. A commitment statement must be signed before the apprenticeship starts, which sets out how the employer, University and apprentice will support the successful achievement of the apprenticeship, and is signed by all parties. This sets out the expectations and commitments of all those involved under the apprenticeship agreement.

### **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](#).