

**City College Norwich
Higher Education: Programme Summary Specification**

This Summary Programme Specification sets out the essential features and characteristics of the FdSc Health Studies Course, which also forms the theoretical basis for the Higher Apprenticeship in Health Studies

Course Title	FdSc Health Studies
Awarding Body	University of East Anglia
Level of Award	Level 5
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure	120 at Level 4, 120 at Level 5
Mode of Attendance	Full time in person
Standard Length of Course	2 Years (degree element)
Intended Award	FdSc Health Studies
Fall-back Awards	Cert HE
Entry Requirements	<p>48 UCAS points English and Maths GCSE at Grade 4 / (C)</p> <p>Applications from mature learners (21+) who do not have 48 UCAS points, but have relevant experience in practice, or other suitable qualification(s)/experience, are also considered.</p> <p>For International learners we require evidence of proficiency in English (including writing, speaking, listening and reading), the required minimum is: IELTS Academic (SELT) 6.0 overall (minimum 5.5 in all components).</p>
Delivering Institution(s)	City College Norwich
UCAS Code	B900



Course Summary

This programme is aimed particularly at healthcare assistants and care workers and is designed to offer flexible study so that it is suitable if you are already in work.

It has been designed in conjunction with local employers (the Primary Care Trusts and the Norfolk and Norwich Hospital Trust) and is an ideal first level HE qualification for healthcare workers in both the public and private sector.

This course will be delivered through workshops, lectures, presentations, seminars and group

Course Learning Outcomes

By the end of level 4, learners will be expected to achieve/demonstrate the following:

- a sound knowledge, understanding and application of underlying concepts and principles to practice in healthcare.
- apply scholarly conventions to inform evidence-based arguments.
- professional skills, attitudes, ethical values and behaviours
- transferrable skills in relation to their practice including applying the role of reflection in learning.

By the end of level 5, learners will be expected to achieve/demonstrate the following:

- to conduct investigation, analysis, research, and critically evaluate academic sources when engaging with the principal debates in healthcare
- to develop and apply knowledge of health promotion and causes and treatment/management of disease to improve individual and population health
- practical skills and professional behaviours relevant to employment in the healthcare sector

In addition to these course-level Learning outcomes (LOs) there will typically be 3-4 learning outcomes for each module.

Course Design

This course comprises modules at levels 4 (in Year 1) and 5 (in Year2).

Module Specifications for each of these modules will be made available to students on-line at the beginning of each academic year.

Course Structure

This course will be delivered through workshops, lectures, presentations, seminars and group activities.

Modules

Year 1 – Level 4 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Academic and Professional Skills	20	<p>Academic and Professional Skills is a core module and designed to aid your success in your programme of study.</p> <p>This module aims to:</p> <ul style="list-style-type: none"> • to provide a framework of professional and academic skills at undergraduate level. • to promote your recognition of the value of research, critical analysis and reporting in the context of your programme specialism • to aid in the identification and development of a developmental approach to learning and to the professional skills required for employment. <p>Having completed this module, you should be able:</p> <ul style="list-style-type: none"> • to use a range of academic approaches and techniques • to reflect on your personal performance and development in a range of professional and academic skills • to apply appropriate judgement in selecting and analysing academic sources and data • to communicate effectively with peers, assessors and wider audiences in a variety of media. • to apply the Harvard Referencing System correctly and consistently in work products • to meet the professional standards for graduate employment your industry/career path. <p>Whilst delivery and the learning outcomes are generic, the content and output of your work will reflect your programme specialism</p> <p>Assessment: - Group Presentation Reflective Journal</p>

Cognitive and Biological Systems	20	<p>The module presents the anatomical and biological foundations of health across the life span as a dynamic process. The core of the course is concerned with an integrated study of human biology, drawing on the disciplines of anatomy, physiology, molecular biology.</p> <p>This provides an underpinning knowledge of how the body works.</p> <p>The module will also introduce the brain and basic brain physiology linked to practice.</p> <p>Assessment: - Exam</p>
Health and Nutrition	20	<p>A good diet is essential for life and health. Food supplies the raw materials necessary for growth from a single cell to a full-grown adult and at all stages of the life cycle. Nutrients are required to maintain the body's functional state, enabling repair and replacement of tissues and the continuance of good health. Studying this module offers the student an opportunity to explore the connections between food constituents, diet, good health, and ill health with an emphasis on particular relevant disease states.</p> <p>The module will explore the concept of a 'healthy diet' and how it varies for different patient populations.</p> <p>Assessment: - Essay</p>
Law, Ethics and Safeguarding	20	<p>Ethical and legal issues associated with the provision of health care in the UK are becoming increasingly complex and have much influence on professional practice, accountability and individual responsibility. Practitioners are frequently required to differentiate between the law and personal values in order to discharge their duty of care within an increasingly litigious and challenging environment. This module provides opportunities for learners to explore ethical and legal issues in relation to relevant laws, codes of practice, theories, personal value systems and beliefs. Learners will be encouraged to reflect upon their own professional practice to explore professional, ethical and legal responsibilities, rights, and accountabilities.</p> <p>Practitioners need an understanding if safeguarding in practice – their roles and responsibilities to safeguard adults and children.</p> <p>Assessment: - Professional discussion</p>
Person Centred Care	20	<p>This module will allow learners the opportunity to consider different approaches to communication in healthcare and the impact that this will have when working with different people. Multidisciplinary and multiagency working involves appropriately utilising knowledge, skills and best practice</p>

		<p>from multiple disciplines and across services and learners will explore the effectiveness of these when providing care. There will be a strong focus on ensuring fair treatment and opportunity for all, considering ways in which all individuals are treated with dignity, across the lifespan.</p> <p>Assessment: - Presentation</p>
Practice and Policy in Healthcare	20	<p>The health and social care sector is sensitive to change, and the sector is affected by political, social, legal, and economic environment. The purpose of this module is to explore past and current factors that impact the design and delivery of health services. Learners will explore key debates and trends within health and examine the influence of policy and practice initiatives. The module is designed to enhance the student's commercial awareness of health practice, and reflect upon the strategic development, environment, and delivery of services both now and in the future. Learners will develop a foundation knowledge of the sector in which they are or aim to practice within. The module will examine and explore the principles of healthcare delivery and the philosophies of care that enables safe and effective practice.</p> <p>Assessment: - Essay</p>
Year 2 – Level 5 Modules		
Module Title	Credit Value	Module Summary (including associated assessments)
Anthropometry and Recovery	20	<p>This module provides the opportunity for learners to focus on practice-based measurements of the human body and how they apply to the practice decisions involved in patient care. It focuses on screening measurements that can be taken and how the accuracy of those measurements is critical. It will explore how these are applied in an individual patient approach.</p> <p>Comparison of techniques to measure the same variable will be looked at, how the correct methods could be chosen, and how this may vary from patient to patient.</p> <p>This module builds on the knowledge already acquired in Cognitive and biological systems and Health and Nutrition at L4, alongside the Human Pathology: The Study of Disease at L5.</p> <p>Recovery and rehabilitation will be considered, and how knowledge from the measurements taken lead to treatment and advice given to patients. This will look at the safety aspects of measurements, including the unintended consequences of testing.</p>

		<p>Assessment: - Practical Exam Professional Discussion</p>
Human Growth and Development	20	<p>This module provides learners with an introduction to the key theories of human development. There are many different theoretical approaches regarding human development and this module will cover a holistic approach, covering physical, cognitive, and psychosocial development of humans throughout the lifespan, covering from conception to old age. Learners will explore the growth of individuals throughout the lifespan and consider the impact of decline.</p> <p>Learners will need to give consideration to the issues that practitioners will encounter relating to physical, cognitive, and psychosocial development growth and decline.</p> <p>Assessment: - Case Study</p>
Human Pathology: The Study of Disease	20	<p>Pathology is a scientific discipline which involves the study of disease and provides an understanding of the causes of disease, the underlying mechanisms and potential treatment and complications of disease. This module will develop on the knowledge gained in Cognitive and Biological Systems module studied at level 4 and will investigate the main causes of disease and illness.</p> <p>This module will give an overview of the major diseases that affect humans, leading to an appreciation of the wide range of diseases that learners may encounter in a practice environment. Learners will gain an understanding of general pathology and an appreciation of the causes and processes that lead to the onset and outcomes of human disease. This module will explore the impact of science on disease occurrence and how this has improved practice and health outcomes.</p> <p>Assessment: - Essay</p>
Promoting Health	20	<p>The module will examine the role of health promotion in supporting the health and wellbeing of individuals across the lifespan. The aim is to develop a critical awareness of the key concepts, debates, and approaches in health promotion, exploring its relevance in contemporary practice. Candidates will critically examine the design and delivery of health promotion activities and their impact on the target audience.</p>

		<p>The module will develop learners' awareness of the key factors that impacts health and wellbeing. Learners will explore the role of the professional in supporting behaviour change, using evidence-based approaches, theory, and models. Learners will also explore the importance of monitoring and evaluating the effectiveness of health promotion activities.</p> <p>Learners will also examine their role in promoting the health and wellbeing of patients/service-users in day-to-day practice, such as proving health education, advice, and guidance. There will be a focus on exploring local and national health priorities, and policy, and the role health promotion plays in addressing these priorities.</p> <p>Assessment: - Poster Presentation</p>
Research in Practice	20	<p>This module is designed to enable participants to further develop the learning and development skills introduced in the Academic and Professional Skills module from year 1. Throughout the module, student will reflect on their own critical thinking skills and develop these.</p> <p>Service development is an on-going activity that helps healthcare organisations meet changing challenges and opportunities. Including meeting increased demand under budget constraints or to integrate new technologies. This module will aid in the development of student's fundamental skills that underpin enhancing patient safety and quality of care.</p> <p>This module provides the opportunity for learners to focus on practice-based research and will develop their ability to read, assess, interpret, and apply published research and how to conduct basic studies in health. Learners will develop an appreciation of methodological approaches including quantitative, qualitative and mixed methods. Additionally, learners will learn how to develop a research topic by applying the link between evidence and practice and will produce a literature review to support a proposed service development plan.</p> <p>Assessment: - Essay Service Development Plan</p>
Supervision and Leadership	20	<p>The intent of this module is to examine and evaluate the role of supervision and leadership within contemporary practice. There will be a focus on developing the knowledge, skills, and behaviours associated with effectively leading and supervising in practice. Using research and theory, learners will develop an appreciation of the role of supervision and leadership in practice, and their role in leading and supervising others. Learners will examine the approaches to leadership within the context of the health and care sector and be able to reflect upon the</p>

	<p>styles of leadership. Student will also explore the theoretical and practical skills within the context of teaching, coaching, and mentoring others. Learners will develop the skills to be able to offer basic coaching and teaching of others within a professional context. Learners will also examine the models, theory, and approaches to supervision within a professional context. The module will explore supervision and leadership within the context of personal and professional development, and it will examine the purpose and impact of lifelong learning and development on the effectiveness and quality of practice. The module will be reflective in nature and will require learners to examine the progress of their knowledge, skills, and behaviours across the programme, and planning for continued development in the future.</p> <p>Learners will examine the role of clinical governance and how, alongside personal, and professional development, quality of practice is enhanced. Learners will explore the pillars clinical governance in practice, including clinical audit, research and development, education and training, and risk management. Within the context of quality improvement, learners will identify an area of practice that would benefit from service-improvement to enhance quality of practice.</p> <p>Assessment: - VIVA Discussion PGD/PLAD</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Awards

On successful completion of the course, students will be awarded: -
FdSc Health Studies

Course Delivery

The full programme will run over 2 years with students attending in person one day per week. Each 20-credit module will contain 37.5 hours of lectures/tutorials with students expected to undertake around 152 hours of private study. Students also receive 3 hours of personal tutoring per year. Students will complete 120 credits per academic year and therefore the programme will be full time.

The course is mainly delivered at School of Higher Education, City College Norwich, Norfolk House, Exchange Street, Norwich.

Course Assessment

The range of assessment strategies will allow the learners to be assessed in the main on theoretical issues to assist the learners in their preparation into a work environment. Assessments are varied and innovative and are aimed to develop transferable skills to support



employability. They include essays, journals, individual and group presentations, academic posters, reports, portfolio/CPD building, professional discussion, examination, and exhibitions.

Each module assessment has been considered alongside the knowledge, skill, and behaviours required in practice. Therefore, assessment activities have been designed to encourage theory-practice links, and to develop transferrable employability skills specific to the sector.

Course Team

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

Course Costs

The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations.

Students are likely to incur other costs for books, printing, and other learning materials they may choose to buy. This should amount to a total of not more than £300 per year.