

Programme Specification for Undergraduate Programme Leading to: Foundation Degree in Arts and Health as part of the Healthcare Assistant Practitioner Degree Apprenticeship

Applicable for all students **starting** in June 2019

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	July 2019	New Programme Specification created for 2019/20	SB/RJC

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/Department/Division	CBASS; Arts and Humanities
4. Contributing College/Department/Division/ Associated Institution	
5. Programme accredited by	Brunel University London
6. Final award(s) and FHEQ Level of Award	Foundation Degree in Arts and Health, FHEQ Level 5
7. Programme title	Foundation Degree in Arts and Health as part of the Healthcare Assistant Degree Apprenticeship
8. Programme type (single honours/joint)	Foundation Degree
9. Normal length of programme (in months) for each mode of study	18 months
10. Maximum period of registration for each mode of study	18 months
11. Variation(s) to September start	Summer Term start in year 1 due to completion of Care Certificate in Uxbridge College for first six weeks of programme.
12. Modes of study	Full-time, one day a week.
13. Modes of delivery	On-campus academic provision delivered in modular block format.

Programme Schedule

14. Intermediate awards and titles with FHEQ Level of Award	
15. UCAS Code	
16. JACS Code	
17. Route Code	W990UHCAP
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p>UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards</p> <p>QAA Subject Benchmark Statement (Dance, Drama and Performance; Creative Writing; Art and Design) Brunel 2030</p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.</p> <p>Apprenticeship Standard for the Healthcare Assistant Practitioner</p>
19. Admission Requirements	Levels of English for non-native speakers are outlined on the University's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	The foundation degree is a FHEQ level 5 qualification that forms part of the Healthcare Assistant Practitioner Degree Apprenticeship. Its purpose is to match on-the-job training in Arts in Health with academic instruction appropriate to the professional role. The framework for the programme is provided by the Apprenticeship Standard for Healthcare Assistant Practitioner , which lists the Values and Behaviours, Knowledge, and Skills that define the role of the Assistant Practitioner (in this case, the Arts Therapist).
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	
22. Further information about the programme is available from the College website.	Link to programme information on the College website.

23. EDUCATIONAL AIMS OF THE PROGRAMME

The Foundation Degree in Arts and Health as part of the Assistant Practitioner (Health) Degree Apprenticeship Degree will allow apprentice health care workers to specialise in arts-based therapies. The programme will educate students in the use of creative media for therapeutically engaging with patients' experiences of distress, illness and recovery. At the same time, their training will allow for ongoing professional development by facilitating critical and reflective responses to their own experiences and the experiences of other stakeholders in the treatment process (colleagues, families of patients, administrators). Technical and knowledge skills associated with the physiology and operation of the human body will be fostered by way of a bespoke module on the physiology of the human body. Throughout, the programme will communicate the values, behaviours, knowledge and skills associated with the Assistant Practitioner (Health) apprenticeship standard in a way that is consistent with the clinical ambitions of arts-based therapies.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Learning Outcome as defined by the Apprenticeship Standard	Associated Modular Blocks Code(s)				
FHEQ Level 4						
VALUES						
L4	Honest	AH1604				
L4	Compassionate	AH1602				
L4	Conscientious	AH1603	AH1606	AH1602	AH1604	AH1605
L4	Committed	AH1603	AH1606	AH1602	AH1604	AH1605
BEHAVIOURS						
L4	Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences	AH1607	AH1604			
L4	Respect and adopt an empathetic approach	AH1603	AH1604	AH1605		
L4	Be adaptable	AH1606	AH1604	AH1605		
L4	Demonstrate discretion	AH1602				
KNOWLEDGE						
L4	The principles and philosophy of health and social care	AH1603	AH1602	AH1604	AH1605	AH1607

L4	The physiology, organisation and function of the human body	AH1602				
L4	Lifespan developments and healthcare needs from prenatal to end of life/bereavement	AH1607	AH1602			
L4	Research and development in the health and social care sector to inform and improve quality of care	AH1607	AH1606	AH1605		
L4	Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals	AH1603	AH1606	AH2600	AH1607	
L4	The importance of the strategic environment in health and social care and the implications for the individual	AH1607				
L4	The importance of current evidence based practice within scope of the role	AH1607	AH1602			
SKILLS						
L4	Responsibilities and duty of the role	AH1607	AH1606			
L4	Case Management	AH1603	AH1605	AH1602	AH1604	
L4	Personal Development	AH1603	AH1606	AH1604	AH1605	
L4	Team Working	AH1603	AH1604	AH1605		
L4	Person-centred care and wellbeing	AH1603				
L4	Equality and Diversity	AH1603	AH1607	AH1604	AH1605	
L4	Quality	AH1607	AH1606			
FHEQ Level 5						
VALUES						
L5	Honest	AH2600	AH2603	AH2602		
L5	Caring	AH2602	AH2603_			
L5	Compassionate	AH2602				
L5	Conscientious	AH2600				
L5	Committed	AH2600				
BEHAVIOURS						
L5	Treat individuals with dignity, respecting individual's beliefs, culture, values and preferences	AH2603				
L5	Respect and adopt an empathetic approach	AH2600				

L5	Demonstrate courage to challenge areas of concern and work to best practice	AH2602				
L5	Demonstrate discretion	AH2600	AH2602			
KNOWLEDGE						
L5	The principles and philosophy of health and social care	AH2600	AH2603			
L5	The physiology, organisation and function of the human body	AH2602	AH2609			
L5	Lifespan developments and healthcare needs from prenatal to end of life/bereavement	AH2602	AH2609			
L5	Provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals	AH2609	AH2600			
L5	The importance of the strategic environment in health and social care and the implications for the individual	AH2602	AH2603	AH2609		
L5	The importance of current evidence based practice within scope of the role	AH2602				
SKILLS						
L5	Responsibilities and duty of the role	AH2602	AH2609	AH2602		
L5	Case Management	AH2609	AH2600			
L5	Supervision and Teaching	AH2600				
L5	Personal Development	AH2600				
L5	Team Working	AH2600				
L5	Assessment	AH2602	AH2603			
L5	Communication	AH2602	AH2600			
L5	Person-centred care and wellbeing	AH2609	AH2600	AH2603		
L5	Physiological Measurements	AH2602	AH2609			
L5	Risk Management	AH2602	AH2609			
L5	Equality and Diversity	AH2602				
L5	Quality	AH2602				

<p>Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments</p> <p>General:</p> <p>The Foundation Degree in Arts and Health as part of the Assistant Practitioner (Health) Degree Apprenticeship will prepare trainees for work as assistant practitioners in arts-based therapies. The Foundation Degree will be delivered by Brunel University London in conformance with the Apprenticeship Standard.</p> <p>Arts-based component:</p> <p><i>Values and Behaviours:</i> The programme will cultivate values and behaviours that are of direct relevance to professionals involved in arts-based therapeutic practice. In practice, this will involve educating students in how dramatic, narrative, musical and ludic forms can be used to interrogate their own motives and engage with the motives of others. This will operationalise the values articulated in the Apprenticeship Standard for Assistant Practitioner (Health) by cultivating the self-directed values of honesty and conscientiousness; similarly, engaging with the motives of others will sponsor the other-directed values of caring, compassion and commitment. With respect to the behaviours associated with the Apprenticeship Standard, dramatic, narrative, musical and ludic forms will allow students to rehearse (and challenge) the cultural scripts associated with treating individuals with dignity, adopting a respectful and empathetic approach, challenging poor practice, being adaptable and exhibiting discretion.</p> <p><i>Knowledge:</i> The knowledge component of the programme will emphasise the competent and judicious use of arts-based tools by way of familiarity with terms-of-art, critical lexicons, theoretical principles and evidence of effectiveness. The expectation is that students will become sufficiently well-versed in the tools of dramatic, narrative, narrative and ludic art to be able to coordinate them with the knowledge topics associated with the Apprenticeship Standard—namely, healthcare provision as it relates to the principles and philosophy that underwrite it, the human lifespan and the changing health needs that attend it, the use of research in improving healthcare provision, attending to the needs of the whole person, the strategic significance of the healthcare environment and the role of evidence in assessing interventions.</p> <p><i>Skills:</i> The skills component of the Arts in Health Foundation Degree will provide students with a flexible repertoire of narrative, dramatic, musical and cultural tools that they can deploy across a large number of therapeutic, professional and personal situations. As one of these skills will involve learning to innovate with respect to arts and health, the results cannot be anticipated in advance. Nevertheless, it is clear that there will be consonance between the Apprenticeship Standard and the skills fostered by the Arts and Health Programme. Personal development and team-working, for instance, will be directly enhanced by exposing students to dramatic and narrative modes of expression, and requiring them to work with others in giving them a therapeutic dimension. Equivalently, skills in dealing with equality and diversity, as well as in communication generally, will be fostered by the ability of drama and narrative to evoke the perspective of others. The core responsibility and duty of the role—carrying out interventions under the direction of the Registered Practitioner—will be facilitated by training in the theory and application of the arts to healthcare. Other areas of skill development—such as person-centred care and well-being, risk management, quality recommendation and case management—will be cultivated through a personal project and work-based implementation of on-campus learning.</p> <p>Physiology-based component:</p> <p>The Apprenticeship standard specifically identifies knowledge of the physiology, organisation and function of the human body as a required competency. This will be delivered by way of a bespoke module on the physiology and functioning of the human body delivered by BUL.</p> <p>Teaching and learning methods:</p>
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The programme will blend several forms of teaching and learning to create a balanced learning experience that reflects the diversity of demands in the healthcare workplace. In the first instance, trainees will benefit from traditional in-class methods of instruction, where they are tutored in small groups by an experienced tutor. At the same time, several modules will involve them in structured practical and creative workshops. However, this will be set against workplace and self-directed learning in which the trainee is given latitude to explore the specific avenues of interest that animate them as a healthcare practitioner. Throughout, the knowledge communicated will be understood broadly so as to include interpretive and critical skills, as well as facts and procedures.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

Assessment will be conducted in the following modes:

- Individual presentation
- Group presentation
- Essay-based written evaluation
- Asset design
- Interdisciplinary project
- Colleague observation
- Viva
- Self-reflection

All assessment will be geared towards training students in the key competences of the Apprenticeship Standard for Assistant Practitioner (Health) as it relates to Arts in Health.

- Individual presentations will evaluate skills associated with communication and personal development by assessing trainees on their presentation and public speaking abilities.
- Group presentations will demonstrate skills in team-working and communication by requiring trainees to undertake a challenging presentation task in a collective way.
- Essay based written evaluations will ascertain trainees' knowledge of areas such as the principles and philosophy of health and social care, lifespan developments and healthcare needs from prenatal to end of life/bereavement, the importance of the strategic environment in health and social care and the implications for the individual, and the importance of current evidence based practice within scope of the role.
- Asset design will assess trainees' ability to undertake defined clinical or therapeutic interventions relevant to their specialism by evaluating the skills necessary to produce therapeutic artefacts.
- Colleague observation will assess teamwork, assessment, communication and skills associated with teaching and supervision, as well as behaviours associated with respect and empathetic engagement with others.
- The viva will establish trainees' ability to articulate knowledge concerned with the principles and philosophy of health and social care, lifespan developments and healthcare needs from prenatal to end of life/bereavement, the importance of the strategic environment in health and social care and the implications for the individual, and the importance of current evidence based practice within scope of the role.
- Self-reflection exercises will evaluate skills of personal development and communication.

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25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default.

This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation Level

The Foundation Level structure available to international students is specified in document "Validated Programme Element Specification for LBIC [insert programme element details]. This document also specifies the admission and progression requirements.

FHEQ Level 4	
Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits AH1607 Introduction to Arts in Health (30 credits) AH1606 Introduction to Art Asset Creation (20 credits) AH1605 Learning Collaboration Through Music (20 credits) AH1602 Arts in Health Work Experience 1 (30 credits) AH1603 Drama in Health: Approaches (10 credits) AH1604 Drama in Health: Project (10 credits)	Optional modular block codes, titles and credits

FHEQ Level 4 Progression and Award Requirements

Apprentices will be admitted to FHEQ Level 5 of the programme subject to the following conditions:

1. Completion of all FHEQ Level 4 modules to the required standard, these comprising: Introduction to Arts in Health (AH1607), Introduction to Asset Creation (AH1606), Drama in Health: Approaches (AH1603), Learning Collaboration Through Music (AH1605), Drama in Health: Project (AH1604), and Arts in Work Experience 1 (AH1602).

As per [Senate Regulation 2](#)

FHEQ Level 5

Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits AH2602 Arts in Work Experience 2 (40 credits) AH2603 Writing for Well-Being (20 credits) AH2609 Human Physiology and Arts Practice (20 credits) AH2600 Synoptic Overview for Arts and Health (40 credits)	Optional modular block codes, titles and credits

FHEQ Level 5 Award Requirements

As per [Senate Regulation 2](#)

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.

Dates	Tuesdays AM	Provider	Assessment	PM	Provider	Assessment
Start date: 12 th June 2018	Care Certificate Math and English	HCUC (Uxbridge College)		Care Certificate Math and English	HCUC (Uxbridge College)	tbc

Programme Schedule

Start date: 10 th July 2018	Care Certificate Math and English continues	HCUC (Uxbridge College)		14.00 -16.00 Introduction to Arts in Health	Brunel University London	Assessment 1 due: 14 th Aug; Assessment 2 Due: 25 th Sept 2018; Assessment 3 due: 16 th October
				Work Experience 70 hours work-based learning Preparation Dates: 10 th July and 28 th August	Brunel University London	
September 2018	10.00-12.00 Asset Creation (Odd weeks)	Brunel University London	Assessment 4 due: tbc	14.00 – 17.00 Maths and English	HCUC (Uxbridge College)	tbc
	9.30-12.30 Drama in Health Approaches (Even weeks)	Brunel University London	Assessment 5 due: Jan 29 th 2019			
January 2019	10.00-12.00 Asset Creation (Odd weeks)	Brunel University London	Assessment 7 due: 7 th May	14.00-17.00 Collaboration Through Music	Brunel University London	Assessment 6 due: 12 th Feb 2019; Assessment 8 due: 14 th May 2019
	9.30-12.30 Drama in Health Project (Even weeks)	Brunel University London	Assessment 9 due: 28 th May 2019			
April 2019	Work Experience 70 hours work-based learning. Dates for preparation tbc	Brunel University London	Assessment 10 due: 2 nd July 2019			
July 2019				Human Physiology and Arts Practice	Brunel University London	Assessment 11 due end of July (date tbc)
September 2019	10.00-12.00 Synoptic Overview	Brunel University London	Assessments 13, 14 and 15 due 4 th Feb 2020	14.00-16.00 Writing for Wellbeing	Brunel University London	Assessment 12 due: 14 th Jan 2020
Late Spring 2020	End Point Assessment	Independent External Assessor				

Programme Schedule

Tripartite Reviews

Meetings between the apprentice, employer (CNWL) and provider (Brunel University London) will take place every 6 weeks and will allow the apprentice to check progress against the individual learning plan which will cover the required learning outcomes of the Apprenticeship standard.