'GROWING OUR OWN PROFESSIONALS FOR THE NEW NHS'

UTILISING CREDIT AND QUALIFICATIONS FRAMEWORKS TO SUPPORT LEARNING AND CAREER PROGRESSION

Final Report

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1 List of Abbreviations

ACCAC	Qualifications and Curriculum Authority for Wales
AfC	Agenda for Change
APCL	Accreditation of prior certificated learning
APEL	Accreditation of prior experiential learning
APL	Accreditation of prior learning (may be certificated or experiential)
AEL	Accreditation of experiential learning
CCEA	Council for the Curriculum Examinations and Assessment (Northern Ireland)
CEDEFOP	European Centre for the Development of Vocational Training
CQFW	Credit and Qualifications Framework for Wales
EQF	European Qualifications Framework
FEHEA	Framework for Qualifications of the European Higher Education Area
FHEQ	Framework for Higher Education Qualifications
IAG	Information, Advice and Guidance
KSF	Knowledge and Skills Framework
LSC	Learning and Skills Council
NICATS	Northern Ireland Credit Accumulation and Transfer System
NOS	National Occupational Standards
NUCCAT	Northern Universities Consortium for Credit Accumulation and Transfer
NQF	National Qualifications Framework
NWC	National Workforce Competences
QAA	Quality Assurance Agency for Higher Education
QCA	Qualifications and Curriculum Authority (England)
QCF	Qualifications and Credit Framework
RARPA	Recognising and recording progress and achievement in non-accredited learning
RPL	Recognition of prior learning
SCQF	Scottish Credit and Qualifications Framework
SEEC	Southern England Consortium for Credit Accumulation and Transfer
SfH	Skills for Health

SQA	Scottish Qualifications Authority
WBL	Work Based Learning

2 Executive Summary

This report discusses the findings of a 'sub-project' on *Utilising Credit and Qualifications Frameworks to Support Learning and Career Progression* and provides a draft guide for supporting and maximising portability of credit within and between education providers and employers. It considers the findings within the context of:

- The need to develop the skills and employability of the existing workforce through widening participation in learning and a demand-led skills system
- Demographic influences of an ageing population, an increase in people suffering from long term illness, and the implications for the health care workforce and future service demands
- The need to develop the skills of staff in bands 1-4 of the NHS pay and careers framework, who have traditionally had few learning opportunities, to develop and progress in non-traditional roles
- The need to recognise non-formal and informal learning acquired in the workplace and to develop competences and qualifications that are transferable and enable progression
- Developments in credit and qualifications frameworks in Scotland, Wales, Northern Ireland and England and their alignment with the European Qualifications Framework. In particular developments in the QCF, currently under 'test and trial' to be launched in August 2008
- The need to provide effective health care services in the rapidly expanding Thames Gateway area

A scoping exercise was carried out to assess the range of education and training provision on offer for staff in bands 1-4 in the Thames Gateway area. Policies and procedures for the accreditation of prior and experiential learning (AP(E)L) and recognising and recording progress and achievement (RARPA) were analysed and case study interviews with managers and staff in NHS Trusts were undertaken to obtain exemplars of how these processes are/ are not being used to support learning and career progression. The findings indicate that:

- HE and FE institutions in the Thames Gateway area offer a variety of programmes at NQF levels 1-5. These range from BTEC introductory diplomas in health and social care at level 1 to Foundation Degrees at levels 4/5.

- There are a number of awarding bodies and qualifications which can be confusing to individuals seeking a programme at the correct level for their needs and abilities. Additionally, both NQF and FHEQ levels are used.
- Healthcare staff and their managers have difficulty in locating and interpreting this information. There is a lack of understanding regarding how courses and experiential learning can be used to develop qualifications and career progression. Advice from managers to staff tends to be 'ad hoc' and based on informal contacts.
- Communication between NHS Trusts and education providers can be problematic. There is a lack of understanding of organisational structures, who to approach, processes for programme development etc.
- Key drivers for role development include seeking Foundation Trust status and are not necessarily based on workforce needs.
- Workforce plans are not well developed, there is work still to be undertaken on developing 'career ladders' and embedding Agenda for Change and the Knowledge and Skills Framework.
- Much in-service training is undertaken, including e-learning modules for mandatory training but this is not accredited or utilised to gain formal credits via the APEL/ RARPA routes. The processes for gaining credit in this way are not well utilised or understood.
- Challenges to promoting education and training opportunities for staff in bands 1-4 include workload/lack of time, perceived commitment of the staff member/learner, the need to provide someone to support the learner in the workplace, funding, and lack of knowledge and guidance regarding what is available.
- Challenges to developing learning and career progression identified by staff in bands 1-4 include a lack of understanding on the part of service users and carers regarding the new roles, some resistance from colleagues in more senior roles, and lack of progression opportunities beyond band 4.
- Examples of good practice include providing time for continuing professional development (for all bands of staff), using the appraisal system to identify learning needs and development plans, providing strong workplace support, the appointment of an Information, Advice and Guidance lead, having clear role descriptions and plans for identifying new roles.

A number of good practice points and areas that could be improved emerged and were used to draft a guide and some recommendations for utilising credit and qualifications frameworks to support learning and career progression (see section 6 of this report). Recommendations arising from the report are as follows:

Recommendations for health care organisations:

- Develop clear learning and development strategies linked to service and workforce plans, incorporating a career framework approach
- Identify skills required for particular roles linked to national occupational standards/ national workforce competences and the knowledge and skills framework
- Map in-service training packages to NOS/NWC and the KSF and consider using quality assurance processes (e.g. RARPA) to record learner achievement and facilitate transferability of learning
- Utilise portfolios/ learner achievement records to maintain a log of learning
- Use the appraisal system and personal development planning to chart career progression and direct learning activities in a systematic way
- Provide expert information, advice and guidance (IAG) to staff to ensure appropriate programmes of learning are planned and accessed in a systematic and co-ordinated way
- Develop effective lines of communication with education providers and work in partnership to design relevant programmes of study

Recommendations for education providers:

- Develop effective lines of communication with health care organisations and work in partnership to design relevant programmes of study
- Develop flexible and adaptable programmes that meet the needs of health care organisations' workforce plans
- Aim for consistency of terminology, credit usage and transferability of credit between institutions
- Work collaboratively to develop a co-ordinated approach to programme development to avoid unnecessary duplication and maintain viability of programmes
- Provide clear information regarding the use of credit and qualifications frameworks and promote the use of APEL and WBL more effectively, possibly using exemplars to illustrate progression pathways
- Map units of learning/ modules/ qualifications to NOS/NWC and the KSF
- Provide information regarding which role(s) programmes are appropriate for/ will provide skills/ knowledge/ competences for, possibly using a career framework approach (SfH)
- Consider ways in which in-service training programmes could contribute to the award of credit (e.g. using APEL)

3 Introduction

3.1 Purpose

The purpose of this report is to discuss the findings of a 'sub-project' on *Utilising Credit and Qualifications Frameworks to Support Learning and Career Progression*. It provides a draft guide for supporting and maximising portability of credit within and between education providers and employers.

3.2 Background

The Widening Participation in Learning Strategy Unit (WPiLSU) was awarded funding from the Department of Innovation, Universities and Skills' (DIUS) Gateways to the Professions Development Fund in 2007 for a large project entitled ***'Growing Our Own Professionals for the New NHS'.*** The broad purpose of this project is to produce a model and framework of transparent progression pathways via which staff in Agenda for Change (Department of Health 1999) bands 1 to 4 can enter professional training if they so wish. The WPiLSU commissioned a number of suppliers to undertake work in eight different but interconnecting areas, which together constitute the ***'Growing Our Own Professionals for the New NHS'*** project.

The Faculty of Health and Social Care at Canterbury Christ Church University was commissioned to undertake one of the eight smaller projects entitled *'Utilising Credit and Qualifications Frameworks to Support Learning and Career Progression'*. The aim of this 'sub-project' was to produce a draft guide for supporting and maximising portability of credit within and between education providers and employers.

3.3 Context

The findings of this project should be considered within the context of a number of key relevant developments. These include the need to develop the skills and employability of the existing workforce through widening participation in learning and a demand-led skills system (Leitch 2006). In particular, this relates to developing the skills of staff in bands 1-4 of the NHS

pay and careers framework, who traditionally have had few learning opportunities, to develop and progress in non-traditional roles (Fryer 2006).

Additionally, the report needs to be considered within the context of plans to modernise the NHS workforce in light of inter alia, the demographic influences of an ageing population and an increase in people suffering from long term illnesses, which have led to a projected increase in roles at Assistant Practitioner level (AfC band 4) and a flattening in the current demand for professionally qualified staff (Skills for Health 2007).

The recognition of non-formal and informal learning acquired in the workplace and the need for competences and qualifications to be transferable is highlighted by Skills for Health (undated a) in the *Sector Qualifications Strategy*. This will be considered in light of recommendations from the Learning and Skills Council (2005) for recognising and recording progress and achievement in non-accredited learning (RARPA) and education providers' policies on the accreditation of prior and experiential learning (AP(E)L).

At the time of writing this report, work is in progress on the new Qualifications and Credit Framework (QCF), which is currently under 'test and trial' (Qualifications and Curriculum Authority 2007). It is anticipated that the QCF will facilitate transferability of credit in England, but that there may be challenges aligning qualifications on the QCF with the Scottish Credit and Qualifications Framework (SCQF) and the European Qualifications Framework (EQF) (Skills for Health undated b).

3.4 Scope

As can be seen from the contextual considerations, there are vast amounts of literature and policy documents relevant to this project and the draft guide will draw upon this work as well the information gained through the data collection phase of the project.

4 Method

4.1 Scoping exercise

A scoping exercise was carried out to assess the range of education and training provision on offer for staff in bands 1-4 in the Thames Gateway area. This consisted of gathering information and documentation from local Further and Higher Education institutions and the Kent and Medway Lifelong Learning Network. The following types of qualifications were included:

- NVQ levels 1-4
- Foundations Degrees
- Certificates and Diplomas in Higher Education
- BTEC National Certificates and Diplomas
- Other training opportunities as appropriate

Additionally, policies and procedures for the accreditation of prior and experiential learning (AP(E)L) were obtained from relevant institutions.

4.2 Case Studies

Advice was sought from the local Research Ethics Service and it was agreed that ethical approval was not required to undertake the case study interviews under NHS Research Governance arrangements. Two NHS Trusts were contacted in the Thames Gateway area for permission to approach their staff. Unfortunately, due to a number of unforeseen circumstances, some of the interviews had to be cancelled and it was not possible to reschedule within the time constraints of the project. However, rich data has been obtained from the interviews undertaken.

A semi-structured interview schedule was used for each of the three interviews. Staff who were interviewed consisted of a director of human resources, a department manager and an assistant practitioner (band 4). Field notes were made and the case studies were then written up and sent to the interviewer for verification. The case studies have been developed as exemplars and are not intended to be generalizable.

5 Findings

5.1 Scoping exercise

Higher and Further Education institutions (HEIs and FEIs) in the Thames Gateway area offer a variety of programmes at National Qualifications Framework (NQF) levels 1-5. Appendix 1 gives details of a number of these. The list is not meant to be exhaustive, but illustrates the range on offer. There is some duplication of awards which range from BTEC introductory diplomas in health and social care at level 1 to Foundation Degrees at levels 4 and 5. There are a number of awarding bodies and qualifications which can be confusing to individuals seeking a programme at the correct level for their needs and abilities (e.g. BTEC, City & Guilds, NVQs, Access, ASET, Diplomas, Dip HE, Certificates, and Foundation Degrees).

Additionally, institutions vary in their use of qualifications frameworks, with HEIs tending to refer to levels within the Framework for Higher Education Qualifications (FHEQ) and FE colleges using the NQF. This may also lead to confusion. Having reviewed a number of websites and databases, our researcher concluded that some prior knowledge of credit and qualifications was required to make an informed choice regarding the various courses of study. Some online prospectuses make reference to national occupational standards and employment opportunities that may result from undertaking the course and others do not.

Whilst universities have policies regarding the accreditation of prior and experiential learning (AP(E)L) this is not always well promoted as a route to study and for gaining credit towards a particular qualification. Most FE colleges also have the facility to accredit prior and experiential learning but these do not appear to be easily accessible or well utilised. Indeed, on further investigation, our researcher was told by one institution that they have so few enquiries regarding AP(E)L that they do not feel the need to advertise it. Whilst this example may not be typical of all institutions, it does illustrate how difficult prospective learners may find it to access information about this route.

5.2 Case Studies

From this it is understandable that healthcare staff and their managers often have difficulty in locating and interpreting information about courses of study that are relevant to their needs. Advice from managers to staff tends to be 'ad hoc' and based on informal contacts and there is a lack of understanding regarding how courses and experiential learning can be used to develop qualifications and career progression. Communication between NHS Trusts and education providers can be problematic with a lack of understanding on both parts regarding organisational structures, as the following case study illustrates:

Case Study 1 – HR Director

Z is the Director of the Human Resources department of a busy NHS Trust. She believes the key drivers for role development are currently associated with an aim to achieve Foundation Trust status. Z acknowledges the need for a co-ordinated approach to role development but thinks that a scoping exercise is needed to assess the skills that are required. She does not feel that a clear career ladder is in operation or that the Knowledge and Skills Framework (KSF) directly links qualifications to pay bands. She feels that a KSF 're-launch' would be useful, with more guidance on its use. Z is aware that funding is available for 'up-skilling' staff in Agenda for Change Bands 1-4 and is looking at the development of NVQ routes for all roles including administrators and porters. Z is used to the NVQ structure as these are frequently used within the Trust. She is less knowledgeable about other forms of education and training such as work-based learning and Foundation Degrees.

The Trust intranet is used for mandatory training and there are some useful e-learning modules available on core subjects. These are not currently accredited or transferable elsewhere. Z believes there are gaps in some managers' knowledge regarding the education and training opportunities available and they do not always know where to point their staff. In particular, locating specialist training for staff (e.g. in neurophysiology) is time-consuming and it is expensive if they have to send staff to specialist areas. Z felt it would be useful to have a 'directory' for employers that listed where particular education and training was offered. There is much reliance on informal contacts and *ad hoc* communication and they are not always sure how to access the relevant people. Because of this, Z is in the process of recruiting a full-time Information, Advice and Guidance (IAG) lead to her department.

Additional challenges with providing education and training opportunities include providing release time for staff to attend, funding and backfill, lack of relevant courses available, lack of understanding regarding what is required within a particular programme (e.g. Foundation Degrees) and a lack of knowledge regarding what is available locally and more widely.

The above case study highlights that that the key drivers for role development are not necessarily based on workforce needs and that workforce plans are not always well developed. It suggests that there is work still to be undertaken on developing 'career ladders' and embedding Agenda for Change and the Knowledge and Skills Framework. However, there are areas of good practice as the following case study illustrates:

Case Study 2 – Manager

Y is the manager of a department of medical imaging. She has a clear vision for the workforce in her department and believes the key drivers for role development within her speciality have been created by changes in the radiographers' and nurses' roles. These professional groups are expanding their roles to include work previously undertaken by radiologists and this has left 'gaps' in particular areas of the service. Additionally, expansion of the department has led to a need for more staff with particular skills (e.g. siting venflons, understanding informed consent etc).

There is a structured approach to training and development for staff on AfC Bands 1-4 using NVQ3 and a comprehensive in-service training programme. This training is well recognised within the Trust but is not currently transferable, is not linked to any national occupational standards and is not accredited. Staff have annual appraisals linked to their job descriptions and the Knowledge for Skills Framework (KSF) and there are opportunities for training and development, particularly for those staff who are clear about the ways in which they would like to see their roles/ careers develop. Those who are less clear or who need advice about the development and career opportunities available may find that access to training and development is not so readily available.

Y is committed to enabling staff to develop their roles and access training and to this end she has introduced a flexible working arrangement that enables all staff, including those in Bands 1-4, to have 6 hours each week dedicated to continuing professional development (CPD) activities and all staff keep a portfolio of the activities undertaken. There is also a Band 3 rotation scheme which enables staff to work throughout the department and gain the necessary training and competence in each area, at the end of which they will be ready for a Band 4 post. Y acknowledges that there is some overlap between the Band 4 and Band 5 roles and feels that there should be a 'step on, step off' approach to role development. Currently, once an assistant practitioner has reached the top of Band 4, there is no further they can go unless they do the BSc (Hons) in Radiography and become a registered radiographer. Y fears that a shift in the balance of registered to non-registered professionals may mean there are fewer radiographers to support the students/ learners in the workplace. This and concomitant workload pressures could cause difficulty in supporting training and development for all staff in the future.

Both of the above case studies demonstrate that much in-service training is undertaken, including e-learning modules for mandatory training and competency packages for particular roles, but these are not accredited or utilised to gain formal credits via the APEL route, and are not transferable. This is unfortunate in light of work that has been undertaken by the Learning and Skills Council (LSC 2005) to promote the recognition and recording of progress and achievement in non-accredited learning (RARPA). Initially developed to raise the credibility and quality assure non-accredited teaching and learning in the adult and community learning sector, the RARPA approach is being promoted as a way to support learners transferring from 'non-formal' to more 'formal' learning (Davidson 2007), and is recommended to apply to all settings where non-accredited learning takes place (e.g. FE sector, partners of providers and workforce development programmes). It is anticipated that the new Qualifications and Credit Framework (QCF) will facilitate this.

A number of challenges to providing training opportunities have been identified in the case studies above and include workload/lack of time, perceived commitment of the staff member/learner, the need to provide someone to support the learner in the workplace, funding, and lack of knowledge and guidance regarding what is available. However, the following case study considers some of the challenges involved in developing learning and career progression faced by the learners themselves. These include a lack of understanding on the part of service users and carers regarding the new roles, some resistance from colleagues in more senior roles, and lack of progression opportunities beyond band 4:

Case Study 3 – Assistant Practitioner

X was initially employed as a Flexi-bank support practitioner in the Radiography Department on AfC Band 2 before gaining a permanent post in the department. He worked there for 18 months before attaining a Band 3 post supporting radiography nurses. X undertook an NVQ2 and then NVQ3 in Health and Social Care, which was mandatory in that department; he also undertook in-service training for his job and completed his competences for each area that he worked in (e.g. MRI, CT). X felt well-supported in undertaking his NVQs and, having achieved both NVQ3 and the competences, he was automatically awarded a Band 4.

However, X was highly motivated and interested in developing a career in Clinical Imaging, and through informal contacts, found out about the Foundation Degree in Health and Social Care (Assistant Practitioner – Clinical Imaging route). There was no information available about the programme in his area of work and he needed to persevere to find out what he did. Although he had an annual appraisal, his manager was not knowledgeable about what was available beyond NVQ3. However, having looked into it, he was able to access funding for the FD.

Although he had completed his NVQ3 and undertaken competences as part of his role development, X did not think to ask about using this prior learning within the Foundation Degree and he was not offered the opportunity to do so. His colleagues in the department were supportive of his studying, for example by changing the rota to accommodate study days etc, and he was able to use the staff as a resource. However, being a parent and working full-time, he still found it difficult to find the time to study, and whilst his workplace facilitator was good at helping him to achieve his workplace tasks, he felt it would also have been helpful if he could have assisted him with literacy, numeracy, library and computing skills.

X has now completed his Foundation Degree and is working as a Band 4 Assistant Practitioner in radiography. He enjoys his work but sometimes feels that his colleagues do not recognise the work he is doing or the qualification he has attained. Patients also do not understand his role and he finds they sometimes have particular expectations regarding the roles of 'qualified staff' and assistants that do not acknowledge the training and development he has undertaken. X has now reached the top of Band 4 and would like to be able to develop further, e.g. by specialising in a particular area or by supporting and training his colleagues. He is now a little frustrated as there are no further 'gateways' to progress through. He feels the next step for him will be to undertake the BSc (Hons) in Radiography to become a registered Radiographer and he has been told that the FD will enable him to be exempt from year 1 of the programme.

The issue raised above by the manager regarding the overlap between the Band 4 and Band 5 roles and the Band 4 'ceiling' for Assistant Practitioners is reflected in the frustration felt by the Assistant Practitioner regarding the lack of recognition of the role and the lack of progression opportunities if he did not wish to become a registered practitioner. In light of the expectation of Skills for Health (2007) in the *Sector Skills Agreement* that there will be a projected increase in Assistant Practitioner roles (AfC band 4) and a flattening in the current demand for professionally qualified staff, the potential for raising unrealistic expectations needs to be acknowledged.

A number of good practice points and areas that could be improved have emerged from the scoping exercise and case studies and these have been used to draft a guide and some recommendations for utilising credit and qualifications frameworks to support learning and career progression. The draft guide is presented in the next section.

6 The draft guide

6.1 Credit and Qualifications Frameworks

Explanation of the abbreviations used in this section can be found at the start of this report.

6.1.1 What are they?

A number of different frameworks are currently in use. Qualifications frameworks tend to be concerned with *levels* of study – i.e. output or exit levels representing the endpoint of an individual learning journey, whereas *credit* frameworks are concerned with valuing, measuring, describing and comparing learning achievement (CQFW, NICATS, NUCCAT, SEEC 2001). "*A credit framework simply provides a standardised means of* ***representing*** *learning achieved, enabling comparison of learning required in different programmes and qualifications, and facilitating the building up of credit by learners and/ or the transfer of achieved learning between programmes and/ or institutions*." (CQFW, NICATS, NUCCAT, SEEC 2001 p.2). The new credit *and* qualifications frameworks incorporate both *level* and *credit.*

Units of study, modules and courses are usually described by both the *level* of study and the amount of *credit*. The *level* is an indicator of the relative demand, complexity and depth of learning and is usually expressed by level descriptors or statements of the intended learning outcomes. The levels are numbered variously in different qualifications frameworks (see appendix 2).

The amount of *credit* allocated to a particular unit of learning, module or course is expressed in a quantified form and represents the *notional learning time* or number of hours it is expected that a learner will spend, on average, to achieve the specified learning outcomes at that level. Thus the credit value is associated with the *volume* of learning.

<u>The National Qualifications Framework – England, Wales and Northern Ireland (NQF) (revised in 2004)</u>

Sets out nine levels (entry level to level 8) against which qualifications can be recognised in England, Wales and Northern Ireland. This framework is currently under review and will be replaced by the new QCF.

The Framework for Higher Education Qualifications – England and N.Ireland (FHEQ) (2001)

Covers qualifications provided by the HE sector and is concerned with *levels* rather than *credits*. It is based on the level descriptors, usually expressed by way of learning outcomes. The FHEQ consists of five levels (Certificate, Intermediate, Honours, Masters and Doctorate). Sometimes these are numbered as HE levels 1-5 which equate to NQF and QCF levels 4-8. It is currently under review with the intention to align it with the CQFW, the SQF and the EQF/ FEHEA.

The Credit and Qualifications Framework Wales (CQFW)

A new qualification framework, which focuses on the learners and benefits to Wales, incorporates nine levels (entry level to level 8). This all-inclusive framework includes all 'types' of learning across the public sector.

The Scottish Credit and Qualifications Framework (SCQF)

The SCQF was launched in 2001 and incorporates 13 levels (access level to level 12). Like the CQFW it aims to provide an all-inclusive framework, including formal and non-formal learning across all learning sectors.

The European Qualifications Framework (EQF) (draft)

This framework aims to promote progression and transferability across Europe. Acting as a translation device, this will enable national frameworks to align and articulate with one another in a clear and consistent manner (QCA 2007a).

The Qualifications and Credit Framework (QCF)

This new framework is currently under 'test and trial', but the Year 1 evaluation is generally supportive (QCA 2007b). The QCF incorporates nine levels (entry level to level 8) as well as addressing the volume of credits. The QCF aims to facilitate progression and transferability between qualifications and to be inclusive of a wide range of qualifications.

6.1.2 How can they be used to support learning and career progression for staff in bands 1-4?

Accreditation of prior certificated learning (APCL)

An underlying principle of credit and qualifications frameworks is that they should enable flexible modes of learning and the accumulation of credit that

can be transferred between qualifications and institutions without the need for duplication. This is usually achieved through the process of the accreditation of prior certificated learning (APCL). However, most education providers have a limit to the amount of credit that they are willing to accept from another institution towards a qualification. This amount varies but most in the Thames Gateway area have an upper limit of 50% of the credits that make up the award. Claims for APCL are judged on an individual basis and the prior learning will need to be mapped to the units or modules for which exemption is being sought. Additionally, credits are considered to have a 'shelf life' and most institutions will only accept credits that are less than five years old.

Accreditation of prior experiential learning (APEL)

Another principle of the new credit and qualifications frameworks is that they should include non-accredited learning. This means that individuals can apply to have informal and non-formal learning recognised and/or accredited (RPL/ APEL).

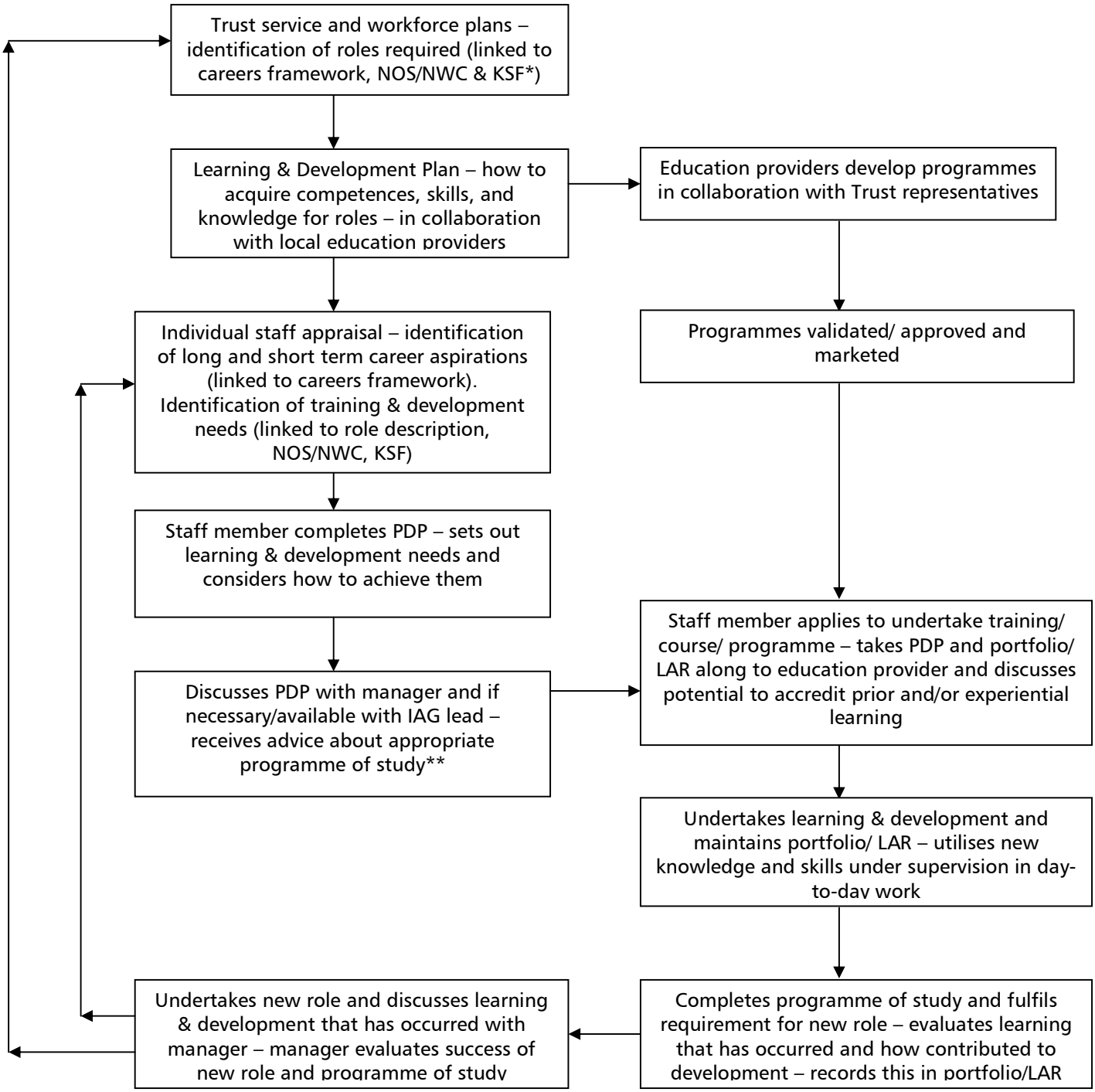
- Informal learning – learning resulting from daily activities related to work, family or leisure
- Non-formal learning – learning which is embedded in planned activities not explicitly designated as learning
- Formal learning – learning that occurs in an organised and structured environment (CEDEFOP 2003)

This is becoming increasingly significant in the light of recent policy on lifelong learning and widening participation in learning. In the health care sector a lot of informal learning takes place which could be 'captured' and recognised. Applying for APEL involves providing evidence of learning undertaken, usually by way of portfolio, the contents of which will vary depending on the nature of the individual claim.

Most education providers also have processes in place to accredit work-based learning. The process for this is similar to that for APEL but tends to be prospective rather than retrospective.

The following process chart is intended as an *aide memoir* for health care organisations and education providers to help ensure that learning and development plans reflect the Trust workforce plan (Department of Health 2007) and enable staff to record their progress and, where appropriate, apply for recognition and/or accreditation of prior learning.

6.1.3 Process chart for planning learning and career progression



*NOS = National Occupational Standards
NWC = National Workforce Competences
KSF = Knowledge and Skills Framework
PDP = Personal Development Plan
LAR = Learner Achievement Record
IAG = Information, Advice and Guidance

** This may consist of:

- In-service training course/ WBL/ competence package
- NVQs, BTECs etc
- Stand-alone units/ modules on a specific area of practice
- Foundation Degree

Illustrative Case Study

Case Study 4 – Assistant Practitioner

C was initially employed as a band 2 health care assistant in a busy acute trust. She had not done particularly well at school and did not consider herself 'academic'. However, she enjoyed working with patients and was good at 'practical' tasks. C undertook her NVQ 2 and 3 which she found interesting and also completed some in-service training competences (e.g. in wound dressings) to enhance the care she gave to her patients. She then became a Band 3 health care assistant and maintained a record of her learning achievements in a portfolio so that she could see how she had progressed. Some of C's colleagues suggested she should do her nurse training, but C did not feel confident about going to university as none of her family had done so and she didn't think it was for her.

C had her appraisal with her line manager who was reviewing the skill mix of his staff in line with the Trust workforce plan and considering developing some staff into band 4, assistant practitioner roles. C's manager showed her the role description and suggested C might like to consider working towards this. C thought it sounded interesting and agreed to meet with the Trust IAG lead to discuss the type of learning and development that would best enable her to undertake this role.

C met with the IAG lead who suggested a Foundation Degree would be the best way forward and gave C the contact details of the programme director of the FD at the local university. C was anxious about this because she didn't think she was clever enough for university but when she met with the programme director she was reassured. It transpired that her NVQ 3 meant that she met the entry requirements for the FD and she was also able to apply for exemption from part of the course because the extra competency training she had completed mapped to one of the modules. Also, the programme director explained that the FD was focused on the practice environment and what she was doing in her everyday work and this made her feel more confident about doing a university programme.

C completed her Foundation Degree and found to her surprise that she actually enjoyed studying. She realised that her assumptions about not being 'academic' had been wrong because she got some good marks for her work. She was able to undertake the band 4 role with confidence and took on a bit more responsibility at work. C found that when she worked with nursing students on the ward, she understood more of what they needed and was able to explain things to them. This made her realise that perhaps she could do her nurse training after all, so, having spoken to her manager, she went to see the IAG lead again who explained how to go about applying. C went back to university and completed a BSc (Hons) in adult nursing and became a registered nurse. She then went back to the Trust and was appointed as a band 5 nurse on an acute medical ward.

Having been a qualified nurse for a year, C undertook a Continuing Professional Development module in mentoring students so that she could become a nurse mentor. Again, she found she enjoyed studying and considered applying to do a Masters degree. On further investigation, C was pleased to find that she could use the mentoring module towards her Masters degree.

7 Recommendations

7.1 Recommendations for health care organisations

- Develop clear training and development strategies linked to service and workforce plans, incorporating a career framework approach (Skills for Health undated c)
- Identify skills required for particular roles linked to national occupational standards/ national workforce competences and the knowledge and skills framework
- Map in-service training packages to NOS/NWC and the KSF and consider using quality assurance processes (e.g. RARPA) to record learner achievement and facilitate transferability of learning
- Utilise portfolios/ learner achievement records to maintain a log of learning
- Use the appraisal system and personal development planning to chart career progression and direct learning activities in a systematic way
- Provide expert information, advice and guidance (IAG) to staff to ensure appropriate programmes of learning are planned and accessed in a systematic and co-ordinated way
- Develop effective lines of communication with education providers and work in partnership to design relevant programmes of study

7.2 Recommendations for education providers

- Develop effective lines of communication with health care organisations and work in partnership to design relevant programmes of study
- Develop flexible and adaptable programmes that meet the needs of health care organisations' workforce plans
- Aim for consistency of terminology, credit usage and transferability of credit between institutions
- Work collaboratively to develop a co-ordinated approach to programme development to avoid unnecessary duplication and maintain viability of programmes
- Provide clear information regarding the use of credit and qualifications frameworks and promote the use of APEL and WBL more effectively, possibly using exemplars to illustrate progression pathways
- Map units of learning/ modules/ qualifications to NOS/NWC and the KSF
- Provide information regarding which role(s) programmes are appropriate for/ will provide skills/ knowledge/ competences for, possibly using a career framework approach (SfH)
- Consider ways in which in-service training programmes could contribute to the award of credit (e.g. using APEL)

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9 Appendices

9.1 Appendix 1 – Qualifications Listing

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Thames Valley University	Certificate in Caring for People with Mental Health Problems or Learning Disabilities	entry	none	Reading	No formal entry requirements, but applicants could be Care Assistants or people who wish to pursue a career in Caring	10 weeks part-time	…'May assist with entry to employment.'	none listed	not given	http://tinyurl.com/ysjr7y
Mid-Kent College	Entry Level Certificate in Skills for Working Life (Health & Social Care)	entry	not stated	Horstead (Chatham) and Oakwood Park (Maidstone)	No formal qualifications are necessary	1 year full-time	…'Progress onto a Foundation H&SC course, further training or employment in a care setting'	Caring for Children, Health Emergencies	Uniform (£40), stationary, textbooks, police check, supplies	http://www.midkent.ac.uk/CourseView.asp?2185
Mid-Kent College	BTEC First Certificate/ Diploma in Health & Social Care	1	not stated	Horstead (Chatham) and Oakwood Park (Maidstone)	Four GCSEs at grade D or above (one must be English Language)	1 year full-time	...'Could lead to employment in H&SC or further courses and training at Mid-Kent College'	Communication and Individual Rights within Health and Social Care, Individual Needs with Health and Social Care, Impact on Diet and Health, Health & Social Care Services	Uniform (£40), stationary, textbooks, police check	http://www.midkent.ac.uk/CourseView.asp?2199
Mid-Kent College	BTEC Introductory Certificate/ Diploma in Health & Social Care	1	not stated	Horstead (Chatham) and Oakwood Park (Maidstone)	Four GCSEs at grade E or above (one must be English Language)	1 year full-time	...'Progress to various study options at Levels 1 & 2 at Mid-Kent College or provide a stepping stone into employment in H&SC sector where some previous experience s required to gain initial employment'	Starting Work in Health and Social Care, Working in Health and Social Care, Developing Skills in Health and Social Care, Social Responsibilities at Work, Looking After Children	Uniform (£40), stationary, textbooks, police check	http://www.midkent.ac.uk/CourseView.asp?2205
Barking College	BTEC Introductory Diploma in Health and Social Care	1	not stated	Barking Lifelong Learning Centre and Romford, Essex (near Dagenham)	For 16-18 year olds, no other qualifications necessary	1 year	…'Will help you to go onto a higher level qualification such as the BTEC First Diploma in H&SC, or you can go into work as a HCA or related.'	Starting Work in Health and Social Care, Working in Health and Social Care, Developing Skills in Health and Social Care, Social Responsibilities at Work, Looking After Children; Personal Effectiveness; Financial Management; Images of People; Health and the Environment; Exploring Local Services	not given	http://www.barkingcollege.ac.uk/enrol/prospectusview.asp?prospectusref=0000000231

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Bexley College	BTEC Introductory Diploma in Health and Social Care	1	not stated	Tower Road campus, Belvedere, Kent	Three GSCEs grades E-F including English. Places are subject to interview.	1 year	BTEC First Diploma in H&SC	none listed	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=G109A1Q
Greenwich Community College	BTEC Introductory Diploma in Health and Social Care	1	8 units	Plumstead Centre, Greenwich	No formal qualifications are required, although you must be able to read/ write at level 1. Satisfactory references and CRB check are needed.	1 year full-time	…'Normal progression is on to the BTEC First Diploma, although you will need a final qualification grade of Merit or Distinction to do this.'	none listed	not given	http://www.gcc.ac.uk/course/300/btec-introductory-diploma-in-health-social-care/?csl=kaUF1exJvEf1W5Pw&entrant=1
Orpington College	BTEC Introductory Diploma in Health and Social Care	1	8 units	Orpington	Four GSCEs at grade A-G	1 year full-time	no relevant credit/ career guidance listed	Starting Work in H&SC; Working in H&SC; Developing Skills in H&SC, plus optional units	not given	http://www.edexcel.org.uk/VirtualContent/94754/L1_Health__Social_Care_units.pdf http://www.orpington.ac.uk/view/courses?action=detail&course_id=94
Thurrock and Basildon College	BTEC Introductory Diploma in Health and Social Care	1	8 units	Woodview campus	Two GSCEs at grade D or above in Maths and English, or an equivalent qualification	1 year full-time	…'Progress to a higher level H&SC course at Thurrock & Basildon College.'	Starting Work in H&SC; Working in H&SC; Developing Skills in H&SC, plus optional units	not given	http://www.basildon.ac.uk/ASP/FullDetail.asp?ID=349
South East Essex College	BTEC Introductory Diploma in Health and Social Care	1	8 units	Luker Road campus, Southend-on-Sea	No formal qualifications, just a commitment to the course and an interest in the subject	1 year	…'May progress onto the College's Level 2 H&SC course or alternatively enter into employment.'	Starting Work in H&SC; Working in H&SC; Developing Skills in H&SC, plus optional units	Free to under-19s; fees applicable to over-19s at £845 per year	http://www.southend.ac.uk/courses/detail.asp?c=1399

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
SEEVIC College	BTEC Introductory Diploma in Health and Social Care	1	8 units	Benfleet, Essex	GSCEs grades D to G in a range of subjects	not given	…'Can consider a range of employment opportunities, including working with older people. Students who achieve at least a grade of Merit on this course could progress on to the BTEC First Diploma course at SEEVIC.'	Starting Work in H&SC; Working in H&SC; Developing Skills in H&SC, plus optional units	not given	http://tinyurl.com/24lhla
Newham College	Care	1	not stated	East Ham campus	No previous experience or qualifications, but must be able to read/ write English	6 weeks full-time	…'Progression to level 2.'	none listed	£164	http://tinyurl.com/3b6pcq
Thames Valley University	Certificate Health - Foundation	1	not stated	Reading	No formal entry requirements.	1 year full-time	…'First diploma in H&SC, other level 2 course or employment.'	none listed	not given	http://tinyurl.com/2n7kp6
Newham College	Community Access to NHS Services	1	1 unit	Outreach	No previous experience or qualifications, but must be able to read/ write English	12 weeks part-time	…'On this programme you will receive one accredited unit that you then can use to enter further education in H&SC.'	stand-alone course	£89	http://tinyurl.com/2kvxka
Thames Valley University	Foundation Diploma in Society, Health and Development (aimed at 14 - 19)	1	not stated	Reading	Four GSCEs at grade E or above including English and Maths	1 year full-time	…'Higher Diploma , other level 2 programmes such as GSCE pathway, employment in healthcare sector with work-based qualifications (NVQs)	Exploring the Sectors; Exploring Principles and Values; Working Together; Are We Communicating?; Is it Safe?; Health, Wellbeing and Lifestyles; Meeting Needs; Growth and Development	not given	http://tinyurl.com/2syw6e

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Thames Valley University	Adult Apprenticeship in Health and Social Care	2	not stated	Reading and Slough	No formal entry requirements. Competence at required level will be assessed prior to entry on the course.	1 year part-time	Advanced Apprenticeship in H&SC	Award comprised of the following: a technical certificate by NVQ, health-related NVQ, key skills qualification in numeracy and literacy	not given	http://tinyurl.com/2s26nm
Orpington College	ASET Level 2 Certificate in Dementia Care	2	3 units	Bromley	No formal qualifications needed. Interview.	20 weeks part-time	…'Level 2 or 3 NVQ in Health or Health and Social Care.' Other ASET Level 2 or 3 qualifications.	Understand Dementia; Understanding the Practical Help Available for People with Dementia; Caring for People with Dementia	not given	http://www.aset.ac.uk/viewpage.php?id=programmes%2Fqualifications%2Fdementia-care-l2%2Fspec%2F http://www.orpington.ac.uk/view/courses?action=detail&course_id=102
Orpington College	ASET Level 2 Certificate in the Managing and Safe Handling of Medicines	2	3 units	Bromley, but delivered distance learning	none listed	20 weeks part-time	…'Level 2 or 3 NVQ in Health or Health and Social Care.' Other ASET Level 2 or 3 qualifications.	An Introduction to Medicines in a Care Setting; Receiving, Storing and Disposing of Medicines in a Care Setting; Administering Medicines in a Care Setting	not given	http://www.orpington.ac.uk/view/courses?action=detail&course_id=239
South East Essex College	BTEC First Certificate in Health and Social Care	2	3 units	Luker Road campus, Southend-on-Sea	No entry requirements, although will be required to take a diagnostic assessment during the interview period.	6 months	…'Suitable for those wishing to pursue a career in nursing, midwifery and OT but who are not yet ready to follow the level 3 Access to Health programme. This course will prepare and support you to move up to a higher level programme.'	Communication and Individual Rights in the H&SC Sectors; Individual Needs in the H&SC Sectors plus one optional unit	Free for all	http://www.southend.ac.uk/courses/detail.asp?c=699

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
North West Kent College	BTEC First Diploma in Health and Social Care	2	not stated	Dartford	5 GSCEs Grade D or above including English and Science; or Merit or Distinction CACHE Foundation Certificate; for candidates over 19 these requirements may be waived subsequent to satisfactory interview	1 year full-time	…'A BTEC First Diploma prepares you for employment and provides a good grounding to go on to a more advanced course or training such as: BTEC National Diploma in Health Care, NVQ level 3'	Communication and Individual Rights within the Health Care Sector; Individual Needs Within the Health and Social Care Sector plus optional choices	New full-time students aged 25 or over on 1 September 2008 will be required to pay tuition fees of £400 per year in addition to exam/ registration fees. Means tested benefits are available. ALL students must pay for CRB check and textbooks (approx. £80)	http://courses.nwkcollege.ac.uk/course_view.php?course_id=608&school_id=
Barking College	BTEC First Diploma in Health and Social Care	2	not stated	Romford, Essex (near Dagenham)	Four GSCEs at grades D-G, good written and spoken English, all applicants take English test, must be at least 16	1 year full-time	…'Helps you to go on to a higher level qualification such as the BTEC National Award in H&SC, or straight into work.'	Communication and Individual Rights within the H&SC Sector; Individual Needs within the H&SC Sectors; Vocational Experience in a H&SC Setting; Anatomy and Physiology for H&SC; Human Lifespan Development; The Impact of Diet on Health	not given	http://www.barkingcollege.ac.uk/enrol/prospectusview.asp?prospectusref=0000000232
Bexley College	BTEC First Diploma in Health and Social Care	2	6 units	Tower Road campus, Belvedere, Kent	BTEC Introductory Diploma in a related subject or 4 GSCEs grades D-G or equivalent or related work experience or other related level 1 or 2 qualification	1 year	…'With further study, learners can follow careers such as nursing. Prepares you for employment and provides a good grounding to go on to more advanced courses such as BTEC National Diploma or Certificate in Health Studies.'	none listed	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=G106A1Q

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Greenwich Community College	BTEC First Diploma in Health and Social Care	2	6 units	Plumstead Centre, Greenwich	Four GSCEs at grade D or above including English and Maths or a GNVQ Foundation Level at either Merit or Distinction. Good character references from previous tutors.	1 year full-time	…'Can progress to the next level which is the BTEC National Diploma, although you will need a final qualification grade of Merit or Distinction to do this.'	none listed	not given	http://www.gcc.ac.uk/course/298/btec-first-diploma-in-health-social-care/?csl=kaUF1exJvEf1W5Pw&entrant=1
Orpington College	BTEC First Diploma in Health and Social Care	2	6 units	Orpington	BTEC/ GNVQ Foundation Certificate in an appropriate subject; additional requirements may apply and will be discussed at interview	1 year full-time	…'Can progress to a BTEC National Diploma in Health Studies or NVQ Level 2.'	Communication and Individual Rights in the H&SC Sectors; Individual Needs in the H&SC Sectors plus optional units	not given	http://www.edexcel.org.uk/VirtualContent/93358/FD_Health_Social_Care_structure.pdf http://www.orpington.ac.uk/view/courses?action=detail&course_id=93
Thurrock and Basildon College	BTEC First Diploma in Health and Social Care	2	6 units	Woodview campus	Good grasp of written and spoken English. Evidence of recent study is required.	30 weeks part-time	…'Could progress to the Access to Higher Education course at the College, or to an NVQ qualification in the workplace, and/ or enhanced course/ work opportunities.'	Communication and Individual Rights within the H&SC Sectors; Individual Needs within the H&SC Sectors plus optional units	£764	http://www.basildon.ac.uk/ASP/FullDetailPartTime.asp?ID=1331
South East Essex College	BTEC First Diploma in Health and Social Care	2	6 units	Luker Road campus, Southend-on-Sea	Two GSCEs at grade D or above, or appropriate GNVQ Foundation. A reasonable standard of literacy and numeracy is expected	1 year	…'May progress onto the College's Level 3 H&SC pathways in Health Studies, Health Science or Social Care, or alternatively enter employment.'	Communication and Individual Rights in the H&SC Sectors; Individual Needs in the H&SC Sectors plus optional units	Free to under-19s; fees applicable to over-19s at £845 per year	http://www.southend.ac.uk/courses/detail.asp?c=1398

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
SEEVIC College	BTEC First Diploma in Health and Social Care	2	6 units	Benfleet, Essex	Two GSCEs at grade D or above or a GNVQ Foundation/ BTEC Introductory Diploma in a related area usually at Merit level	not given	…'Can lead to further study - such as the BTEC National Diploma in H&SC. Some students choose to go straight into employment and they can consider a wide range of opportunities in the care field.'	Communication and Individual Rights in the H&SC Sectors; Individual Needs in the H&SC Sectors plus optional units	not given	http://tinyurl.com/3e3wvo
Newham College	Get on Track Healthcare	2	not stated	East Ham campus	Four GSCEs grade E or above including English and Maths or NewCAD Level 1 Diploma or Foundation GNVQ or NVQ Level 1	6 weeks part-time (evenings)	…'Progress to BTEC National Certificate Care Level 3'	none listed	£89	http://tinyurl.com/2mtpx5
Newham College	Health and Social Care Level 2	2	not stated	East Ham campus	Four GCSEs grade C or above including English and Maths or NewCAD Foundation Level Diploma or Foundation GNVQ or NVQ Level 1	6 weeks full-time	…'With a Merit you can progress to the AVCE in H&SC.'	none listed	£164	http://tinyurl.com/34anwb
Thames Valley University	Higher Diploma in Society, Health and Development (aimed at 14 - 19)	2	not stated	Reading	Four GSCEs at grade D which must include English and Maths	1 year part-time	This qualification is equivalent to five or six GCSEs at grade A*-C. …'Advanced Diploma, other Level 3 quals such as A Level, employment in H&SC sector with work-based qualifications (NVQs)'	Principles, Values and Personal Development; Working Together and Communicating; Safeguarding and Protecting Individuals; Growth, Development and Health Living; Needs and Preferences; Antisocial and Offending Behaviour; Supporting Children and Young People; Patient Centred Health; The Social Model of Disability	not given	http://tinyurl.com/27bq23

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Thames Valley University	NVQ Level 2 Health	2	not stated	Brentford and Slough	none listed	78 weeks part-time	none given	none listed	£735	http://tinyurl.com/3cb2ov
Thames Valley University	NVQ Level 2 Health (Skills for Health 2005 Standards)	2	not stated	Brentford	Recruitment and selection undertaken by the employer. No formal qualifications	1 year part-time	NVQ Level 3	None given, but several pathways are available, e.g. Midwifery Services, Operating Theatres, Therapy Departments, In-Patient Clinical Services, etc.	not given	http://tinyurl.com/3bd2tp
Thames Valley University	NVQ Level 2 Health and Social Care	2	not stated	Brentford and Slough	none listed	78 weeks part-time	none given	none listed	£735	http://tinyurl.com/2opmqg
Bexley College	NVQ Level 2 Health and Social Care	2	6 units	Tower Road campus, Belvedere, Kent	Working in the sector for at least six months. Working supervised by other staff members but have some degree of responsibility.	4 to 6 months part-time	NVQ Level 3 Health and Social Care	none listed	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=G548A1Q
Greenwich Community College	NVQ Level 2 in Health and Social Care	2	not stated	Plumstead Centre, Greenwich	none listed	34 weeks part-time	no relevant credit/ career guidance listed	none listed	£429.50	http://www.gcc.ac.uk/course/780/health-social-care-nvq2/?csl=DEg9Rj79Clgz3t03&entrant=2
Orpington College	NVQ Level 2 in Health and Social Care	2	6 units	Bromley	No formal entry requirements. Interview.	6 months part-time	no relevant credit/ career guidance listed	Communicate with and Complete Records for Individuals; Support the Health and Safety of Yourself and Individuals; Develop Your Knowledge and Practice; Ensure Your Own Actions Support the Care, Protection and Well-being of Individuals plus optional units	not given	http://www.edexcel.org.uk/VirtualContent/93923/NVQ_HSCareFinal_L2_profile.pdf http://www.orpington.ac.uk/view/courses?action=detail&course_id=98
Thurrock and Basildon College	NVQ Level 2 in Health and Social Care	2	6 units	Distance learning	Will need to be currently working in a health/ social care setting	30 weeks part-time	…'Progress to the level 3 NVQ in Health and Social Care.'	Communicate with and Complete Records for Individuals; Support the Health and Safety of Yourself and Individuals; Develop Your Knowledge and Practice; Ensure Your Own Actions Support the Care, Protection and Well-being of Individuals plus optional units	not given	http://www.basildon.ac.uk/ASP/FullDetailPartTime.asp?ID=1421

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
South East Essex College	NVQ Level 2 in Health and Social Care	2	6 units	Luker Road campus, Southend-on-Sea	Current employment in a relevant field	9 months part-time	…'NVQ 3 Care or NVQ Promoting Independence.'	Communicate with and Complete Records for Individuals; Support the Health and Safety of Yourself and Individuals; Develop Your Knowledge and Practice; Ensure Your Own Actions Support the Care, Protection and Well-being of Individuals plus optional units	£530	http://www.southend.ac.uk/courses/detail.asp?c=571
Barking College	NVQ Level 2 in Health and Social Care (Adults)	2	6 units	Romford, Essex (near Dagenham)	Should be in paid employment in appropriate care setting at least 2 days a week. This should be with any adult or elderly client group.	up to 1 year part-time	…'You may progress on to the NVQ Level 3 if working in a position where you supervise others.'	none listed	not given	http://www.barkingcollege.ac.uk/enrol/prospectusview.asp?prospectusref=0000000231
Greenwich Community College	NVQ Level 2 in Support Services in Health and Social Care	2	not stated	Plumstead Centre, Greenwich	none listed	34 weeks part-time	no relevant credit/ career guidance listed	none listed	not given	http://www.gcc.ac.uk/course/326/support-services-in-health-care-nvq-2/?csl=DEg9Rj79Clgz3t03&entrant=2
Thames Valley University	NVQ Level 2 Support Services in Health Care	2	not stated	Slough	Recruitment and selection undertaken by the employer. No formal qualifications	Variable length - part-time	…'Exposure to a range of learning experiences related to your work area.'	Foster People's Equality, Diversity and Rights; Contribute to the Effectiveness of Work Teams; Promote, Monitor and Maintain Health, Safety and Security in the Workplace; Give Customers a Positive Impression of Yourself and Your Organisation, plus optional units	£570	http://tinyurl.com/22w97v
Barking College	Pre-Access to Nursing	2	not stated	Romford, Essex (near Dagenham)	No formal entry requirements. Students chosen for course by tutors based on assessment.	14 weeks full-time	…'Automatically gain entry on the next Access course for Health Studies, Nursing and Midwifery.'	Communication Skills; Study Skills; Numeracy; IT; Health	not given	http://www.barkingcollege.ac.uk/enrol/prospectusview.asp?prospectusref=0000004524

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Orpington College	Access Certificate in Nursing	3	not stated	Blenheim Centre, Orpington	No previous qualifications necessary, but must show commitment, motivation and academic potential to undertake intensive study. Aged over 19, must have been out of education for 1 year, or aged over 21.	1 year full-time	…'Degree courses at University.'	none listed	not given	http://www.orpington.ac.uk/view/courses?action=detail&course_id=91
South East Essex College	Access HE for Health and Nursing	3	not stated	Luker Road campus, Southend-on-Sea	Must be 19 or over. Although there are no formal entry requirements, you will be required to take a diagnostic assessment during interview period.	1 year full-time	…'Nursing diploma or degree, midwifery degree, the College's HNC/D Health and Complementary Therapies, or other health-related HE courses.'	none listed	£845	http://www.southend.ac.uk/courses/detail.asp?c=567
Thurrock and Basildon College	Access to HE for Health and Social Work	3	not stated	Woodview campus	none listed	1 year full-time or 2 years part-time	…'Should be able to access a wide range of health education courses. The course is specifically designed to provide access to higher education.'	none listed	Most learners will not have to pay tuition fees. Will have to pay for textbooks.	http://www.basildon.ac.uk/ASP/FullDetail.asp?ID=362

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Thames Valley University	Access to HE for Health Studies, Midwifery and Nursing	3	at least 60 credits with a minimum of 45 at level 3 and 15 at level 2	Brentford, Slough and Reading	No formal entry requirements. All applicants interviewed and have a skills assessment.	1 year part-time (day or evening option); 31 to 35 weeks full-time	…'Sufficient credits to undertake a degree or diploma at HE level. The University Diploma of Further Education (DipFE) is a new TVU award that is available to TVU Access students.'	Research and Writing for Academic Purpose; Improving Own Learning and Performance; Effective Communication Skills; Working with Others; Calculation and Data Handling; Information Communication Technology; The Development of Self in Psychology; Understanding Health Promotion; Introduction to Human Biology; Introduction to Sociology	£665	http://tinyurl.com/3ahhgk
Bexley College	Access to HE for Healthcare (Nursing or Midwifery)	3	not stated	Tower Road campus, Belvedere, Kent	No formal qualifications are necessary. Designed for those over 19 who have been out of education for several years.	1 year	…'Most progress on to a Diploma or Degree programme at the University of Greenwich; however, we have had past learners at several of the other London universities including Kings, Middlesex, South Bank etc.'	Tutorial; English; Study Skills; Maths; ICT; Biological Science; Vocational Studies; Sociology; Psychology	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=F113A1Q
Greenwich Community College	Access to HE for Nursing and Midwifery	3	not stated	Plumstead Centre, Greenwich	No formal qualifications are needed. Applicants will be invited for an English and Maths assessment prior to interview to determine the appropriate course level.	1 year part-time (including evening option)	…'Degree or Diploma level courses in Nursing, Midwifery, or Health Studies at HE institutions.'	Some include English Language; Maths; Study Skills; Science; Information Technology; Social Sciences; Professional Studies	not given	http://www.gcc.ac.uk/course/832/access-certificate-level-3-to-nursing-midwifery/?browse_subject_area_id=10&entrant=1

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Mid-Kent College	Access to Health Care	3	not stated	Chatham Maritime and Oakwood Park (Maidstone)	No entry requirements, but must be aged 19 or over	approximately 6 to 9 months full-time	…'Nursing, midwifery or occupational therapy at either degree or diploma level.' Other subject degrees may be possible as well.	Biology; Sociology and Health Care; Psychology; Maths; Study Skills/ Tutorial; Academic Skills; Information Technology	Textbooks. Students may be eligible for help from the Learner Support Fund.	http://www.midkent.ac.uk/CourseView.asp?2002
Mid-Kent College	Access to Health Care	3	not stated	Chatham Maritime and Oakwood Park (Maidstone)	No entry requirements, but must be aged 19 or over	between 1 to 2 years part-time	…'Nursing, midwifery or occupational therapy at either degree or diploma level.' Other subject degrees may be possible as well.	Biology; Sociology and Health Care; Psychology; Maths; Study Skills/ Tutorial; Academic Skills; Information Technology	£700 plus textbooks	http://www.midkent.ac.uk/CourseView.asp?1002
Barking College	Access to Health Studies, Nursing and Midwifery	3	20 credits total, at least 15 of which must be at the highest level	Romford, Essex (near Dagenham)	Mature attitude, well motivated and with adequate literacy and numeracy skills and you should have evidence of caring skills.	1 year full-time	…'Will enable you to apply for a diploma/ degree course in nursing and midwifery; and degree programmes in health studies and health management.'	none listed	not given	http://www.barkingcollege.ac.uk/enrol/prospectusview.asp?prospectusref=0000000199
North West Kent College	Access to Higher Education Health and Nursing	3	not stated	Dartford	For individuals 19 without standard University entry qualifications. Subject to assessment and interview - no formal entry requirements	1 year full-time	…'Degree in Radiography, Physiotherapy or Science Degree. Diploma/ Degree in Nursing (Midwifery)	Health Studies; Advanced Human Biology; Medical Physics; Medical Chemistry; Mathematics; English; Information Technology; Tutorial and Study Skills	New full-time students aged 25 or over will be required to pay £300 tuition fees. Means tested benefit available. Books £50 and exam fees.	http://courses.nwkcollege.ac.uk/course_view.php?course_id=34&school_id=

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Newham College	Access to Higher Education Health Studies/ Science	3	not stated	Stratford campus	No formal qualifications, but must be aged 19 and need to demonstrate potential for level 3 and enthusiasm and commitment at interview	36 weeks full-time	…'Will allow you to progress into such areas as Nursing, Midwifery…you would normally progress to an HE course in Nursing.'	Biology; Health; Chemistry; Social Science; IT; Mathematics; Communications	£1,134	http://tinyurl.com/2ly6un
Thames Valley University	Advanced Apprenticeship in Health and Social Care	3	not stated	Reading and Slough	No formal entry requirements. Competence at required level will be assessed prior to entry on the course.	78 weeks part-time	…'Successful level 3 students can progress on to the DipHE Nursing.'	Award comprised of the following: a technical certificate by NVQ, health-related NVQ, key skills qualification in numeracy and literacy	not given	http://www.tvu.ac.uk/files/Students/fe08/childcarehealth_section.pdf
Thames Valley University	Advanced Diploma in Society, Health and Development (aimed at 16 - 19)	3	not stated	Reading	Five GSCEs grade A*-C including English, Maths and Science or a Higher Diploma in Society Health and Development or a First Diploma at Merit or above with key skills at Level 2	2 years full-time	This qualification is equivalent to 3 A Levels. …'Employment in careers in a wide range of healthcare areas including nursing…further HE courses.'	The Sectors in Context; Principles and Values in Practice; Partnership in Working; Communication and Information Sharing; Personal and Professional Development in the Work Environment; Safeguarding and Protecting Individuals in Society	not given	http://tinyurl.com/yuudav
Bexley College	BTEC Certificate in Health and Social Care	3	4 units	Tower Road campus, Belvedere, Kent	BTEC First in H&SC or related work experience or standard of literacy and numeracy equivalent to GSCE grade A-C or other related level 2 qualification	9 months	no relevant credit/ career guidance listed	Developing Effective Communication in H&SC; Developing as an Effective H&SC Practitioner; Health, Safety and Security and Recording and Reporting in H&SC; plus one specialist unit	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=G550A1Q

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Mid-Kent College	BTEC National Award/ Certificate/ Diploma in Health & Social Care	3	not stated	Horstead (Chatham) and Oakwood Park (Maidstone)	Five GSCEs at grade c or above (one must be English Language)	2 years full-time	...'Could lead to employment, entry in professional training (such as nursing, midwifery, etc.) or university entrance'	Developing Effective Communication in H&SC; Equality, Diversity & Rights in H&SC; Caring for Children and Young People; Supporting and Protecting Adults; Lifespan Development; Health and Safety and Security in H&SC; Values and Planning in H&SC	Uniform (£40), stationary, textbooks, police check	http://www.midkent.ac.uk/CourseView.asp?2200
SEEVIC College	BTEC National Certificate in Health and Social Care	3	12 units	Benfleet, Essex	Four GSCEs at grade C or above or a GNVQ Intermediate/ BTEC First Diploma in a related area normally at Merit level. Must have a D or above GSCE in English Language.	two years	…'Can lead to a range of HE courses. Many of our students progress to University.'	Developing Effective Communication in H&SC; Equality, Diversity and Rights in H&SC; Health, Safety and Security in H&SC; Development through the Life Stages; Fundamentals of Anatomy and Physiology for H&SC; Personal and Professional Development for H&SC; Sociological Perspectives for H&SC; Psychological Perspectives for H&SC plus optional units	not given	http://tinyurl.com/28eyqo
North West Kent College	BTEC National Diploma in Health and Social Care	3	not stated, but 12 units	Dartford	5 GSCEs Grade A*-C including Maths, English and Science. Or may hold an award at level 2 e.g. BTEC First Diploma, GNVQ Intermediate (merit) in related subject; for candidates over 19 these requirements may be waived subject to satisfactory interview	2 years full-time	…'There are excellent opportunities for employment in hospitals…and health centres…opportunity to gain entry to University: here candidates may take a degree or BTEC Higher National in subjects such as: Nursing, Health Studies, Managing Health and Care Services, Physiotherapy, Occupational Therapy, Radiography.'	Developing Effective Communication in H&SC; Equality, Diversity and Rights in H&SC; Health, Safety and Security in H&SC; Development through the Life Stages; Fundamentals of Anatomy and Physiology for H&SC; Personal and Professional Development for H&SC; Sociological Perspectives for H&SC; Caring for Children and Young People; Public Health; Physiological Disorders; Health Education; Nutrition for H&SC; Research Methodology for H&SC; Complementary Therapies for H&SC; Caring for Older People; Infection Prevention and Control	New full-time students aged 25 or over on 1 September 2008 will be required to pay tuition fees of £400 per year in addition to exam/ registration fees. Means tested benefits are available. ALL students must pay for CRB check and textbooks (approx. £80)	http://courses.nwkcollege.ac.uk/course_view.php?course_id=607&school_id=

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Orpington College	BTEC National Diploma in Health and Social Care (Health Sciences)	3	13 core units plus optional units	Orpington	Five GSCEs at grade C or above, normally including English or an appropriate BTEC/ GNVQ qualification	2 years part-time	…'Equivalent to 3 A Levels (i.e. 120 - 360 UCAS points depending upon grade. For students who are planning a career in health sciences, e.g. nursing diploma or degree, radiography, OT and other science related careers.'	Developing Effective Communication in H&SC; Equality, Diversity and Rights in H&SC; Health, Safety and Security in H&SC; Development through the Life Stages; Fundamentals of Anatomy and Physiology for H&SC; Personal and Professional Development for H&SC; Sociological Perspectives for H&SC; Psychological Perspectives for H&SC; Caring for Children and Young People; Supporting and Protecting Adults; Public Health; Physiology of Fluid Balance; Physiological Disorders	not given	http://www.edexcel.org.uk/VirtualContent/103003/BN018467_NACD_in_Health_and_Social_Care_L3_FOR_WEB.pdf http://www.orpington.ac.uk/view/courses?action=detail&course_id=95
South East Essex College	BTEC National Diploma in Health and Social Care (Health Sciences)	3	13 core units plus optional units	Luker Road campus, Southend-on-Sea	Four GSCEs at grade C or above, preferably in English, Maths and a science subject, or appropriate BTEC First Diploma or equivalent qualification	2 years	…'May progress to an HE programme in a profession allied to medicine such as radiography, occupational therapy or paramedic work. There are however, many other routes.'	Developing Effective Communication in H&SC; Equality, Diversity and Rights in H&SC; Health, Safety and Security in H&SC; Development through the Life Stages; Fundamentals of Anatomy and Physiology for H&SC; Personal and Professional Development for H&SC; Sociological Perspectives for H&SC; Psychological Perspectives for H&SC; Caring for Children and Young People; Supporting and Protecting Adults; Public Health; Physiology of Fluid Balance; Physiological Disorders	Free to under-19s; fees applicable to over-19s at £845 per year	http://www.southend.ac.uk/courses/detail.asp?c=2499

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
South East Essex College	BTEC National Diploma in Health and Social Care (Health Studies)	3	13 core units plus optional units	Luker Road campus, Southend-on-Sea	Four GSCEs at grade C or above, preferably in English, Maths and a science subject, or appropriate BTEC First Diploma or equivalent qualification	2 years	…'May progress to HE programmes related to nursing. Alternatively you could enter employment and training in the health related professions.'	Developing Effective Communication in H&SC; Caring for Children and Young People; Supporting and Protecting Adults; Public Health; Physiology of Fluid Balance; Physiological Disorders; Equality, Diversity and Rights in H&SC; Health, Safety and Security in H&SC; Development through the Life Stages; Fundamentals of Anatomy and Physiology for H&SC; Personal and Professional Development in H&SC: Sociological Perspectives for H&SC; Psychological Perspectives for H&SC plus optional units	Free to under-19s; fees applicable to over-19s at £845 per year	http://www.southend.ac.uk/courses/detail.asp?c=1397
Bexley College	BTEC National Diploma in Health Studies plus Key Skills units	3	not stated	Tower Road campus, Belvedere, Kent	Should have a BTEC First/ GNVQ Int. H&SC at merit grade or above	2 years	…'HE degree level courses e.g. Nursing, Midwifery, Physiotherapy etc. The course also prepares learners for a range of careers in H&SC settings.'	Equality, Diversity and Rights in Health Care; Communication and Supportive Skills; Health Care Research; Human Anatomy and Physiology; Applied Science; Vocational Practice; Lifespan Development; Environmental Health; Health Promotion; Health and Society; Health Care Project; Advanced Physiology; Health Psychology; Current Health Issues; Multi-disciplinary Approach to Health Care; variety of work placements one day per week	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=G105A1Q

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Thames Valley University	Diploma of Further Education (DipFE)	3	varies depending upon level 3 qualification used	Ealing, Brentford, Reading and Slough	Varies, same entry requirements as for the FE course used.	none listed - really dependent upon FE course accessed	…'A guaranteed offer of a place at TVU to take a relevant HE course for which a £500 bursary will be provided. Any level 4 modules that you take will help to prepare you better for university-level study and may also count as credit toward your HE qualification.'	Varies.	not given	http://www.tvu.ac.uk/students/further_education/University_Diploma_of_Further_Education_(DipFE).jsp
Newham College	National Certificate in Care Level 3	3	not stated	East Ham campus	Five GSCEs grade C or above including English and Maths or GNVQ Intermediate at Merit or NewCAD Intermediate Level Diploma or equivalent.	2 years full-time	…'A degree of Higher National Certificate or a career in H&SC.'	Equal Opportunities and Clients' Rights; Communicating in H&SC; Physical Aspects of Care; Factors Affecting Human Growth and Development; Health, Social Care and Early Years Services; Research Perspectives in H&SC; Social and Health Psychology; Working in Care Organisations; Childcare Practice	£1,932	http://tinyurl.com/35fznj
Thames Valley University	NVQ Level 3 Health	3	not stated	Brentford and Slough	none listed	2 years part-time	none given	none listed	£760	http://tinyurl.com/yp9cw4
Thames Valley University	NVQ Level 3 Health (Skills for Health 2005 Standards)	3	not stated	Brentford	Recruitment and selection undertaken by the employer. No formal qualifications	78 weeks part-time	none given	None given, but several pathways are available, e.g. Midwifery Services, Operating Theatres, Therapy Departments, In-Patient Clinical Services, etc.	not given	http://tinyurl.com/3bd2tp
Thames Valley University	NVQ Level 3 Health and Social Care	3	not stated	Brentford and Slough	none listed	2 years part-time	none given	none listed	£760	http://tinyurl.com/2dnvqk

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Bexley College	NVQ Level 3 Health and Social Care	3	8 units	Tower Road campus, Belvedere, Kent	Working in the sector for at least 12 months. Working in a supervisory role and undertake responsibilities within job role.	4 to 6 months part-time	no relevant credit/ career guidance listed	none listed	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=G539A1Q
Greenwich Community College	NVQ Level 3 in Health and Social Care	3	not stated	Plumstead Centre, Greenwich	none listed	34 weeks part-time	no relevant credit/ career guidance listed	none listed	not given	http://www.gcc.ac.uk/course/315/health-social-care-nvq3/?csl=PMF0b9Zh0VqRuTG9&entrant=2
Orpington College	NVQ Level 3 in Health and Social Care	3	8 units	Bromley	Interview	9 months part-time	no relevant credit/ career guidance listed	Promote Effective Communication for and About Individuals; Promote, Monitor and Maintain Health, Safety and Security in the Working Environment; Reflect On and Develop Your Practice; Promote Choice, Well Being and the Protection of All Individuals plus optional units	not given	http://www.edexcel.org.uk/VirtualContent/93924/NVQ_HSCareAdultFinal_L3_profile.pdf http://www.orpington.ac.uk/view/courses?action=detail&course_id=99
Thurrock and Basildon College	NVQ Level 3 in Health and Social Care	3	8 units	Distance learning	Will need to be currently working in a health/ social care setting, in addition to an NVQ Level 2	30 weeks part-time	…'Progress to the Registered Managers Award (level 4).'	Promote Effective Communication for and About Individuals; Promote, Monitor and Maintain Health, Safety and Security in the Working Environment; Reflect On and Develop Your Practice; Promote Choice, Well Being and the Protection of All Individuals plus optional units	not given	http://www.basildon.ac.uk/ASP/FullDetailPartTime.asp?ID=1427

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
South East Essex College	NVQ Level 3 in Health and Social Care	3	8 units	Luker Road campus, Southend-on-Sea	…'Suitable for senior carers or support workers.'	1 year part-time	…'NVQ 4 Care if in appropriate work role, Nurse training.'	Promote Effective Communication for and About Individuals; Promote, Monitor and Maintain Health, Safety and Security in the Working Environment; Reflect On and Develop Your Practice; Promote Choice, Well Being and the Protection of All Individuals plus optional units	£600	http://www.southend.ac.uk/courses/detail.asp?c=572
Barking College	NVQ Level 3 in Health and Social Care (Adults)	3	8 units	Romford, Essex (near Dagenham)	Must be in an appropriate role at a senior level involving supervisory responsibilities. Should be in paid employment at least 2 days a week. Reference from employer required.	up to 1 year part-time	…'NVQ Level 3 is equivalent to Senior Carer Level. It can also be considered for entry into nursing. Progression onto Management level would be dependent upon obtaining an NVQ Level 4 and being in an appropriate management role.'	none listed	not given	http://www.barkingcollege.ac.uk/enrol/prospectusview.asp?prospectusref=0000000243
Thames Valley University	Associate Student Scheme - stand-alone 10 or 20 credit modules	4	10 and 20 depending upon the module	Ealing, Brentford, Reading and Slough	No formal entry requirements.	7 to 15 weeks part-time per module	…'Each Associate Student Scheme course that you successfully complete can count towards other qualifications at TVU, at other UK universities or at other institutions of higher education - in some cases this may help you to meet entry requirements and in others, could even lead to exemptions from similar elements of future qualifications.'	Contemporary Health Issues; Introduction to Management and Professional Development for Women; Literacy, Numeracy and IT Skills for Health and Social Care; Human Body: Form and Function; Systems and Scientific Thinking; Social and Developmental Psychology; Work of Psychologists	10 credit modules cost £70. 20 credit modules cost £110.	http://www.tvu.ac.uk/files/Students/ass_brochure.pdf

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
University of Greenwich	CertHE Health	4	120, 90 of which must be at level 4	Avery Hill (Eltham)	not stated	1 year full-time or 2 years part-time	no relevant credit/ career guidance listed	Introduction to the Concepts of Health; Public Health 1; Physiological Foundations for Health; Springboard for Learning; Introduction to Complementary Therapies; Understanding Quantitative Health Data 1; Introduction to Health and Social Policy	not given	http://www.gre.ac.uk/courses/ug/hea/b990
Canterbury Christ Church University	CertHE Health and Social Care	4	120 level 4	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	1 year full-time or up to 5 years part-time	no relevant credit/ career guidance listed	Skills for Learning; Social Context of Health; Major Health Issues	not given	2007/08 Foundation Degree Framework for Support Workers in Health & Social Care brochure, pg. 2
University of Kent	CertHE Health and Social Care Practice	4	120	Medway	200 A/AS level points. Access courses and non-standard qualifications considered individually	1 year full-time or part-time options	no relevant credit/ career guidance listed	Introduction to Community Care Practice; Introduction to Sociology; Service User Groups, Individuals and Needs; Social Problems and Social Policy; Values and Principles for Practice; Working with Users and Families	not given	http://www.kent.ac.uk/studying/pdfs/health-social.pdf
University of East London	CertHE Health Promotion	4	120	Stratford campus, also offered as distance learning	120 UCAS points. Entry may also be gained through a variety of professional health qualifications	Distance learning version can be accessed on a modular basis. Part-time or full-time options for taught version.	…'Many opportunities exist in the expanding services within H&SC.'	Understanding Health; Society and Health; The State and Health Care in Britain; Personal and Professional Skills; The Environment and Health; Introduction to Management in Care	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/healthstudies.htm http://www.uel.ac.uk/programmes/hab/undergraduate/summary/healthstudies.htm

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
University of East London	CertHE Health Services Management	4	120	Stratford campus, also offered as distance learning	120 UCAS points. Entry may also be gained through a variety of professional health qualifications	Distance learning version can be accessed on a modular basis. Part-time or full-time options for taught version.	…'Many opportunities exist in the expanding services within H&SC.'	Understand Health; Society and Health; The State and Health Care in Britain; Personal and Professional Skills; The Environment and Health; Introduction to Management in Care	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/healthservicesmanagement.htm
Canterbury Christ Church University	CertHE Health Studies	4	120 level 4	Canterbury	not stated	1 year full-time, can do part-time	no relevant credit/ career guidance listed	Academic Development; Psychosocial Aspects of Health, Human Interaction and Communication; Major Health Issues; Social Context of Health and Illness; Environment and Health; Communicating Health Information	£3070/ total/ UK and EU students	http://www.canterbury.ac.uk/health/midwifery-child/programmes/Health-Promotion-Public-Health.asp
University of Hertfordshire	CertHE in Clinical Imaging	4	not stated	not given	NVQ Level 3	2 years part-time	…'Enables radiography support workers to move up the skills escalator to perform the more advanced role of Assistant Practitioner.'	The Foundations of Clinical Practice in Radiography; Radiography of the Chest; Radiography of the Appendicular Skeleton; Radiography of the Spine, Pelvis and Abdomen; Dental Radiography	not given	http://perseus.herts.ac.uk/uhinfo/courses/ppr/assistant-practitioner-programme.cfm
University of Hertfordshire	CertHE in Radiography and Oncology Practice	4	not stated	not given	NVQ Level 3	2 years part-time	…'Enables radiography support workers to move up the skills escalator to perform the more advanced role of Assistant Practitioner.'	The Foundations of Clinical Practice in Radiography; External Beam Radiotherapy for Breast Cancer; External Beam Radiotherapy for Tumours of the Pelvis; External Beam Radiotherapy for Tumours of the Thorax; External Beam Radiotherapy for Head and Neck Tumours; Radiotherapy Mould Room Technique	not given	http://perseus.herts.ac.uk/uhinfo/courses/ppr/assistant-practitioner-programme.cfm

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
University of Greenwich	CertHE Public Health	4	120, 90 of which must be at level 4	Avery Hill (Eltham)	160 UCAS points or appropriate GNVQ. Plus 5 GSCEs at Grade C or above (including Maths, English and a science). Mature students over 21 without above considered on an individual basis.	1 year full-time or 2 years part-time	no relevant credit/ career guidance listed	Introduction to Health Promotion; Public Health 1; Springboard for Learning; Encounters with Public Health; Understanding Quantitative Health Data 1; Environment and Health; Introduction to Health and Social Policy; Introduction to the Concepts of Health	not given	http://www.gre.ac.uk/courses/ug/hea/b902
The Open University	Certificate in Health and Social Care	4	60	Distance learning	No academic entry requirements	8 months	…'Ideal place to start your degree studies…provides core subject knowledge and study skills needed for both higher education and distance learning, to help you progress to courses at level 5…it can also count towards most of our other degrees at bachelors level.'	Understanding Health and Social Care (60 points)	£565	http://www3.open.ac.uk/courses/bin/p12.dll?Q01D34
The Open University	Certificate in Health Sciences	4	60	Distance learning	No academic entry requirements	Flexible. 15 and 30 credit modules between 5 and 6 months. 10 credit modules can be completed flexibly in 8 weeks to 5 months.	…'Forms a sound basis for you to begin study of the level 5 courses in the Diploma in Health Sciences (60-points at levels 5 and 6)…it also offers a sound foundation for progressing to an Honours degree.'	Introduction to Health Sciences: A Case Study Approach (30 points) required. Choice of 7 other optional modules worth between 10 and 15 points to make up award.	Required module £340. Other 10 to 15 point modules range from £130 to £200	http://www3.open.ac.uk/courses/bin/p12.dll?Q01C78

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University of Hertfordshire	n/a - Contemporary Issues in Physiotherapy Modules for Health Care Assistants	4	15 credit modules	not given	none listed	9 months part-time	…'The modules are designed to promote the development of non-qualified staff working as HCAs within a physiotherapy setting. Credits can be accumulated toward a higher qualification.'	Contemporary Issues in Physiotherapy 1; Contemporary Issues in Physiotherapy 2	not given	http://perseus.herts.ac.uk/courses/ppr/cotemporory-issues-in-physiotherapy.cfm
Thames Valley University	NVQ Level 4 Health and Social Care	4* *not revised level in new NQF	not stated	Ealing and Slough	none listed	2 years part-time	none given	none listed	£775	http://tinyurl.com/2f5cgy
Bexley College	NVQ Level 4 Health and Social Care	4* *not revised level in new NQF	8 units	Tower Road campus, Belvedere, Kent	Employed as a manager or deputy manager. Supporting employment reference.	1 year part-time	…'Assessor qualifications. Other management qualifications at level 5.'	none listed	not given	http://www.bexley.ac.uk/courses/FT/courseDetail.asp?course=G598A1Q
Thames Valley University	NVQ Level 4 Health and Social Care (Skills for Health 2005 Standards)	4* *not revised level in new NQF	not stated	Brentford	Required to be a manager within a health care setting	Variable length - part-time	no relevant credit/ career guidance listed	none listed	not given	http://tinyurl.com/2zpcm4
Barking College	NVQ Level 4 in Health and Social Care (Adults)	4* *not revised level in new NQF	8 units	Romford, Essex (near Dagenham)	Must be in a management position at either deputy or management level, although circumstances discussed. NVQ Level 3 H&SC would be an advantage. Should be employed in the sector.	36 weeks part-time	no relevant credit/ career guidance listed	none listed	not given	http://www.barkingcollege.ac.uk/enrol/prospectusview.asp?prospectusref=0000000244

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Canterbury College	NVQ Level 4 in Health and Social Care	4* *not revised level in new NQF	not stated	Canterbury	none listed	1 year	nothing relevant to health given	8 units total - none listed	between £1412 and £1681	http://www.cant-col.ac.uk/studying-with-us/Courses/all-courses/nvq-4-in-health-and-social-care/
Greenwich Community College	NVQ Level 4 in Health and Social Care	4* *not revised level in new NQF	not stated	Plumstead Centre, Greenwich	none listed	34 weeks part-time	no relevant credit/ career guidance listed	none listed	not given	http://www.gcc.ac.uk/course/316/health-social-care-nvq4-rma/?csl=h1hI7OHCKcQNGZ5V&entrant=1
The Open University	none - OU also offers a range of modules available on a stand-alone basis at levels 4 and 5	4 & 5	between 10 and 60 points	Distance learning	Varies on a module to module basis, although many will have no entry requirements	Flexible, depending upon the point value of the course	Varies depending upon combination	There are many available, but examples include: Diabetes Care; Challenging Obesity; Understanding Health; Human Genetics and Health Issues; Understanding Human Nutrition; Human Biology; Knowledge, Information and Care	Each module ranges from £130 to £1040	http://www3.open.ac.uk/courses/classifications/health_and_social_care_health_studies_courses.shtm
University of Greenwich	DipHE Health	5	240, 90 of which must be at level 4 and 90 at level 5	Avery Hill (Eltham)	not stated	2 years full-time or 4 years part-time	no relevant credit/ career guidance listed	Same as the CertHE, in addition to Life and Health: Bio-Psycho-Social Perspectives; Psychological Aspects of Health; Introduction to the Research Process; Understanding Quantitative Health Data 2; optional modules	not given	http://www.gre.ac.uk/courses/ug/hea/b990
University of Kent	DipHE Health and Social Care Practice	5	240	Medway	200 A/AS level points. Access courses and non-standard qualifications considered individually	2 years full-time or part-time options	no relevant credit/ career guidance listed	Same as CertHE, in addition to Health Policy; Innovation in Community Care Practice; Managing and Delivering Community Care Services; Principles and Practice of Social Policy; Social Research Methods and Evaluation; Working Across Agencies and Sectors	not given	http://www.kent.ac.uk/studying/pdfs/health-social.pdf

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
University of East London	DipHE Health Promotion	5	120 level 4 and 120 level 5	Stratford campus, also offered as distance learning	120 UCAS points. Entry may also be gained through a variety of professional health qualifications	Distance learning version can be accessed on a modular basis. Part-time or full-time options for taught version.	…'Many opportunities exist in the expanding services within H&SC.'	Same as above, in addition to: Evidence Based Practice; Research Methods; Principles and Values in Health; Health Promotion: Working in Groups plus optional modules	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/healthstudies.htm http://www.uel.ac.uk/programmes/hab/undergraduate/summary/healthstudies.htm
Thames Valley University	DipHE Health Promotion and Public Health	5	120	Brentford. Also offered supported distance learning	CertHE or equivalent - AP(E)L applications encouraged to accredit non-'standard' learning. Also must be a professional involved in HP&PH as part of job role	2 to 3 years part-time	no relevant credit/ career guidance listed	Public Health and Health Promotion in Practice; Skills for Critical Appraisal; Teaching and Learning for Health; Health Literacy; Sociology of Health and Health Care plus optional module	not given	http://tinyurl.com/366tgn
University of East London	DipHE Health Services Management	5	120 level 4 and 120 level 5	Stratford campus, also offered as distance learning	120 UCAS points. Entry may also be gained through a variety of professional health qualifications	Distance learning version can be accessed on a modular basis. Part-time or full-time options for taught version.	…'Many opportunities exist in the expanding services within H&SC.'	Same as above, in addition to: Evidence Based Practice; Research Methods; Information Management and Health; Managing Resources in Health plus optional modules	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/healthservicesmanagement.htm
Canterbury Christ Church University	DipHE Health Studies	5	120 level 4 and 120 level 5	Canterbury	not stated	2 years full-time, can do part-time	no relevant credit/ career guidance listed	Same as the CertHE, in addition to Evidence Based Practice; Ethics and Law in Health; Inequalities in Health; Health Psychology; Health Promotion; Health Protection	£6210/ total/ UK and EU students	http://www.canterbury.ac.uk/health/midwifery-child/programmes/Health-Promotion-Public-Health.asp

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Thames Valley University	DipHE Primary Health Care	5	120 level 5 credits	Brentford and Slough	120 level 4 credits or equivalent and practicing professional in H&SC sector	2 to 3 years part-time	…'You will be offered opportunities to undertake wider study which meets you individual needs. The programme leader will support these choices through academic advice.'	Skills for Critical Appraisal; Exploring Leadership; Health Promotion and Public Health in Practice, plus 3 other optional module choices	not given	http://tinyurl.com/2gjq5f
University of Greenwich	DipHE Public Health	5	240, 90 of which must be at level 4 and 90 at level 5	Avery Hill (Eltham)	160 UCAS points or appropriate GNVQ. Plus 5 GSCEs at Grade C or above (including Maths, English and a science). Mature students over 21 without above considered on an individual basis.	2 years full-time or 4 years part-time	no relevant credit/ career guidance listed	Same as CertHE, in addition to Health Promotion; Introduction to the Research Process; Poverty, Inequality, and Social Exclusion; Understanding Quantitative Health Data 2; Medical Sociology; Analysis of Health Needs; optional modules	not given	http://www.gre.ac.uk/courses/ug/hea/b902
Thames Valley University	DipHE Substance Use and Misuse Studies	5	120	Brentford	120 credits at level 4 or equivalent, plus working experience in the drug or alcohol field	Two to five years part-time	none given	Various modules listed but none stated as compulsory. But they include: Communicable Diseases (HIV, Hep B and C, TB); Enhancing Practice in Substance Misuse; Substance Use and Misuse in Context; Enhancing Cultural Competence; Dual Diagnosis	not given	http://www.human.tvu.ac.uk/news/brochures/Public%20Health%20Brochure%2007.pdf
The Open University	Diploma in Health and Social Care	5	120	Distance learning	No academic entry requirements, but it is recommended to start with the OU course 'Understanding Health and Social Care'	Flexible. Modules are 30 to 60 points each and take between 6 and 8 months each.	…'You can study the diploma as an award in its own right or use it as a 'staging' award on your way to a degree - with 120 points you will already be a third of the way there'	No single required course. There are choices within each band of required points. Examples of some courses are: Working for Health; Challenging Ideas in Mental Health; Death and Dying; Human Biology; Diverse Perspectives on Mental Health; Working with Children and Families	Each module ranges from £315 to £730	http://www3.open.ac.uk/courses/bin/p12.dll?Q01D10

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London South Bank University	Foundation Degree Clinical Assistant Practice	5	240	Southwark and East London (Whipps Cross University Hospital Campus)	Numeracy and literacy skills to be demonstrated by applicant. Motivation to study and appropriate skills should be demonstrated. Should be in employment in area determined by exit role and award.	2 years full-time	BSc (Honours) Health Studies (top up degree)	Learning for effective delivery in H&SC; Skills study; Introduction to anatomy & physiology; Health, illness and well-being; Introduction to psychology, sociology & social policy; Clinical skills development; Health, illness and well being; Managing clinical activities; Clinical skills development: fluid balance and elimination; Transfer and discharge of patients; Clinical skills development: respiration; Clinical skills development: intravenous cannulation and cardiac procedures; Managing and mentoring; Specialist professional development; Advanced learning for effective delivery in H&SC.	£1300 per annum	http://prospectus.lsbu.ac.uk/courses/course.php?CourseID=2307&SearchWords=hscF
London South Bank University	Foundation Degree Diagnostic Imaging	5	240	Southwark campus	Numeracy and literacy skills to be demonstrated by applicant. Motivation to study and appropriate skills should be demonstrated. Should be in employment in area determined by exit role and award.	2 years full-time	BSc (Honours) Health Studies (top up degree)	Learning for effective delivery in H&SC; Skills study; Introduction to anatomy & physiology; Radiographic science; Introduction to psychology, sociology & social policy; Diagnostic imaging: the chest; Diagnostic imaging: fluoroscopic examinations; Diagnostic imaging: skeletal 1; Diagnostic imaging: cross sectional; Diagnostic imaging: skeletal 2; Diagnostic imaging: the abdomen; Imaging procedures in the operating theatre; Specialist professional development OR Diagnostic imaging: the breast OR Diagnostic imaging: nuclear medicine; Advanced learning for effective delivery in H&SC.	£1300 per annum	http://prospectus.lsbu.ac.uk/courses/course.php?CourseID=2326&SearchWords=hscF

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Thames Valley University	Foundation Degree Health and Social Care	5	120 level 4 and 120 level 5	Reading	Literacy and Numeracy level 2 or above, good communication skills. Students will be considered on how their professional/ work/ life experience demonstrates their ability to engage with the nature of the programme and work at Level 4	2 years part-time	…'On completion of the FdSc you will be eligible to enrol for the BSc (Hons) degree in Health Studies (level 6), and also enables a one year exemption from the three year pre-registration nurse training. Assistant Practitioner role.	Sources of Information for Essays, Assignments and Research (SEARCH); Using Evidence in H&SC; Principles of Safe Practice in H&SC; Relationship Management; Information and Communication Technology; Developing the Assistant Practitioner Role: Work-based Learning; Exploring Leadership; Concepts of Health; Social Research Methods; Project; Enhancing the Assistant Practitioner Role: Work-based Learning	not given	http://courses.tvu.ac.uk/CourseDetails.aspx?CourseInstanceID=9238&SearchType=adv&KeyWord=health&rptindex=2&isSorted=0&img=img&sortname=null&count=0&PageSize=20&Sub=Select&StudyLeavel=Select&Mode=Select&Campaign=Select&Quali=Select&Location=Select&Duration=Select&International=radInternational2&Year=&Month=&Ccode=
University of East London	Foundation Degree Health and Social Care	5	120 level 4 and 120 level 5	Barking, Newham or Redbridge CoFE	Three GSCEs A*-C or equivalent and one pass at A2 level, NVQ3 or equivalent. No formal entry requirements for students over 21 but they will be interviewed and need to demonstrate ability/ commitment necessary for the programme	not given	…'The programme is accepted as… equivalent…to the end of the second year of an honours degree programme and you [could] transfer to the final year of a compatible degree programme…a H&SC degree is the next logical step on the skills escalator for FdA H&SC students and you would be able to get a job in any part of the country or in other parts of the world.'	Professional Practice; Professional Development; Technical Skills; Supervision and Management; Work-based Learning; Advanced Work-based Learning	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/summary/healthsocialcare.htm

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
London South Bank University	Foundation Degree Health and Social Care (Learning disabilities)	5	240	Southwark campus	Numeracy and literacy skills to be demonstrated by applicant. Motivation to study and appropriate skills should be demonstrated. Should be in employment in area determined by exit role and award.	2 years full-time	BSc (Honours) Health Studies (top up degree)	Learning for effective delivery in H&SC; Skills study; Contemporary issues in learning disability; Health, illness and well-being; Introduction to psychology, sociology & social policy; Individuals, Needs assessment; Reflection in practice; Person centred planning and health facilitation; Management & leadership quality; Interaction for effective practice; Innovations and strategies for working with people with learning disabilities; Caring for the vulnerable adult in the community; Reflection in practice; Advanced learning for effective delivery in H&SC.	£1300 per annum	http://prospectus.lsbu.ac.uk/courses/course.php?CourseID=2309&SearchWords=hscF
University of East London	Foundation Degree Health and Social Care (Maternity Assistant Practitioner)	5	120 level 4 and 120 level 5	not given	Relevant health care employment. Three GSCEs A*-C or equivalent and one pass at A2 level, NVQ3 or equivalent. No formal entry requirements for students over 21 but they will be interviewed and need to demonstrate ability/ commitment necessary for the programme	2 years part-time	…'Students may progress to an Honours Degree (BSc Health Studies) after completion.'	Personal and Interpersonal Skills; Work Based Learning; Principles Governing the Care of Child Bearing Women; Foundations of Professional Knowledge in Maternity Care; Advanced Work Based Learning; Context of Maternity Care; Complexities in Childbearing plus optional modules	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/healthsocialcare-maternity.htm

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
London South Bank University	Foundation Degree Health and Social Care (Offender Care)	5	240	Southwark campus	Numeracy and literacy skills to be demonstrated by applicant. Motivation to study and appropriate skills should be demonstrated. Should be in employment in area determined by exit role and award.	2 years full-time	BSc (Honours) Health Studies (top up degree)	Learning for effective delivery in H&SC; Skills study; Introduction to anatomy & physiology; Health, illness and well-being; Introduction to psychology, sociology & social policy; Individuals, families and culture; Reflection in practice; Needs assessment; Public health & safety; Policies, protocols and quality advancement; Introduction to substance misuse in the custodial environment; Reflection in practice; Advanced learning for effective delivery in H&SC.	£1300 per annum	http://prospectus.lsbu.ac.uk/courses/course.php?CourseID=2329&SearchWords=hscF
University of Kent in partnership with Canterbury College	Foundation Degree Health and Social Care Practice	5	120 level 4 and 120 level 5	Canterbury	Must be in relevant employment; will have one of the following: Modern Apprenticeship Level 3, A Levels, G/NVQ or other level 3 vocation qualification, no traditional qualification but may gain place due to past experience	2 years full-time or 3 years part-time	…'Possible routes could include a range of careers in the health and social care sectors, or further study at the University of Kent or another institution.' …'You may also choose to progress to a 15 month top up BA Health and Social Care Management at Canterbury College or enter a second or third year of a relevant degree at another institution.'	Prepatory module; Health, Safety and Security in the Workplace; Human Growth and Development; Mentoring Skills; Personal and Professional Development in the Workplace; Quality in Health and Social Care Practice; Research Project; Socio-political Context of Health and Social Care; Understanding Relationships in Care	not given	http://www.cant-col.ac.uk/studying-with-us/Courses/all-courses/foundation-degree-in-health-and-social-care-practice/ http://www.kent.ac.uk/studying/undergrad/subjects/found_health_social.html

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University of Greenwich in partnership with Bexley College	Foundation Degree Health and Social Care: Care	5	120 level 4 and 120 level 5	Bexley College, Belvedere, Kent	Mature students and non-standard applications welcome	2 years full-time or 3 years part-time	Progression to BA (Hons) / BSc (Hons) in the field of Health and Social Care at UoG	Springboard for Learning; Work Based Learning; Introductory to Care Policy; Managing Business Resources in Care Settings; Contemporary Issues in Care; Introduction to the Research Process; Ethics of Care; Work Based Learning II plus other optional courses	£1535/ year	http://www.gre.ac.uk/fd/subjects/hsc/hscc
University of Greenwich in partnership with Bromley College	Foundation Degree Health and Social Care: Care	5	120 level 4 and 120 level 5	Bromley College, Bromley	1 pass at A level or equivalent, or Access or NVQ award; GCSEs at C level for Maths and English; must have work placement	2 years full-time or 27 months part-time	Can progress to the BA (Hons) Social Care or BSc (Hons) Health at UoG -- please note that the programme does not provide progression to BA in Social Work or Nursing degrees	Springboard for Learning; Work Based Learning; Care Policy; Managing Business Resources in Care Settings; Contemporary Issues in Care; Research Methods; Managing the Care Environment plus other optional courses	£1535/ year	http://www.gre.ac.uk/fd/subjects/hsc/hsc
University of Greenwich in partnership with North West Kent College	Foundation Degree Health and Social Care: Care	5	120 level 4 and 120 level 5	North West Kent College, Dartford	Mature students and non-standard applications welcome	2 years full-time or 3 years part-time	Many students will remain in their current employment taking on more senior roles'…can progress to third year BA (Hons) Social Care or BSc (Hons) Health at UoG	Springboard for Learning; Work Based Learning; Introductory to Care Policy; Managing Business Resources in Care Settings; Contemporary Issues in Care; Introduction to the Research Process; Ethics of Care; Work Based Learning II plus other optional courses	£1535/ year	http://www.gre.ac.uk/fd/subjects/hsc/mm
University of Greenwich in partnership with West Kent College	Foundation Degree Health and Social Care: Care	5	120 level 4 and 120 level 5	West Kent College, Tonbridge	A level 3 qualification (such as NVQ) and sector employment experience	3 years part-time	Can progress to third year of BA (Hons) Social Care or BSc (Hons) Health at UoG	Care Ethics; The Law in Care; Health Promotion; Springboard for Learning; Managing Business Resources in Care Settings; Research Methods in Health and Social Care; Managing the Care Environment; Professional Practice	£1535/ year	http://www.gre.ac.uk/fd/subjects/hsc/l510t

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The Open University	Foundation Degree in Health and Social Care	5	120 level 4 and 120 level 5	Distance learning	Must be living in England, Wales or NI and employed in an H&SC setting and supported in their practice learning by their employer. Entry has to be made through the employer.	Flexible	…'But for students who wish to progress further, they may have the opportunity to register for a professional training programme…With the OU, students can also 'top up' the Foundation Degree to a full honours degree in Health and Social Care by studying a further 120 points at level 6'	Understanding Health and Social Care; Introducing Professional Practice; Extending Professional Practice; plus optional modules	Each module ranges from £340 to £1040	http://www3.open.ac.uk/courses/bin/p12.dll?Q01G05
University of Bedfordshire	Foundation Degree in Health and Social Care	5	120 level 4 and 120 level 5	Luton campus	As a guideline, a typical offer would require you to obtain a UCAS tariff score of between 80-120 points, based on your level 3 studies. You can apply for a foundation degree even if you don't have the traditional academic qualifications. We welcome applicants with relevant work experience.	two years full-time	…'Option of entering level 3 of the BA (Hons) in Health and Social Care.'	Evidence-Based Practice; Health and Social Care; Interdisciplinary Working; Interpersonal Communication; Introduction to the Social Sciences; Management of People and Resources; Personal, Professional and Academic Development; Social Issues and the Law; Society and Social Divisions; Values and Skills in H&SC; Work-Related Learning in H&SC; Working with Diversity and Difference	£1225 per annum	http://www.beds.ac.uk/courses/bysubject/socsci/fd-heasoccar

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Canterbury Christ Church University	Foundation Degree in Health and Social Care - Assistant Practitioner pathway - Clinical Imaging	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Introduction to Core Sciences; Introduction to Chest, Abdomen and Appendicular Imaging; Self in the Work Place; Imaging of the Gastrointestinal Tract; Imaging of the Spine and Urinary Tract; The World of Work	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Assistan%20Ass._Practitioner%20Route%20Modules/Clinical%20Imaging%20%20modules.asp
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Assistant Practitioner pathway - Learning Disabilities	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Self in the Work Place; Working with Others; Working in an Organisation; Facilitating Person Centred Approaches for People with a Learning Disability; Health Improvements	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Assistan%20Ass._Practitioner%20Route%20Modules/Learning%20Disability%20%20modules.asp
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Assistant Practitioner pathway - Maternity Care	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Assisting Professionals in Maternity Services; Physiological Adaptation During Pregnancy and the Periperium; Facilitating Women and their Families when Nurturing the Newborn; Creating Partnerships with Women within Health Promotion; Supporting Professionals in Urgent and/or Complex Situations in Maternity Care; The World of Work	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Assistan%20Ass._Practitioner%20Route%20Modules/Maternity%20%20Care%20modules.asp

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Canterbury Christ Church University	Foundation Degree in Health and Social Care - Assistant Practitioner pathway - Mental Health	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Self in the Work Place; Working with Others; Working in an Organisation; Working with Long Term Mental Health Problems; Care of People with Acute Mental Health Problems; Care of the Older Person with Mental Health Problems	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Assistan%20Ass._Practitioner%20Route%20Modules/Mental%20Health%20%20modules.asp
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Assistant Practitioner pathway - Occupational Therapy	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Understanding the Development of occupational performance of self and others and working as a Professional; The Effects of Personal, Interpersonal and Socio-cultural Environment on Occupational Performance; The Impact of Illness and Disability on Occupational Performance; Applying Therapeutic Reasoning to Occupational Therapy Practice; Assessing Occupation; Therapeutic Skills and Interprofessional Working	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Assistan%20Ass._Practitioner%20Route%20Modules/Occupational%20Therapy%20modules.asp
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Associate Practitioner pathway: Adult Health Care	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Infection Control and Tissue Viability; Chronic Physical Conditions; Neurological Conditions; Medications in Care; Acute Care; Discharge Planning	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Assistan%20Ass._Practitioner%20Route%20Modules/Adult%20Health%20Care%20modules.asp

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Generic Care Worker pathway	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Self in the Work Place; Working with Others; Working in an Organisation; Care in Complex Situations; Intercultural Communication for Health and Social Care Practitioners; The World of Work	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Generic%20Care%20Worker%20Modules.asp
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Health Studies pathway	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Self in the Work Place; Working with Others; Working in an Organisation; Inequalities in Health; Health Promotion; Health Psychology	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Health%20Studies%20Pathway%20modules.asp
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Public Health pathway	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Self in the Work Place; Working with Others; Working in an Organisation; Inequalities in Health; Health Promotion; Health Protection	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Assistan%20Ass._Practitioner%20Route%20Modules/Public%20Health%20Pathway%20modules.asp

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
Canterbury Christ Church University	Foundation Degree in Health and Social Care - Visual Impairment Rehabilitation Worker pathway	5	120 level 4 and 120 level 5	Mixed between Canterbury and Medway	Typically (but other cases considered): working 15 hrs/ week in sector; 1 year experience in sector work; support of employer; NVQ 3 or equivalent	2 years full-time or up to 5 years part-time	…'Ability to articulate to the third year of the Faculty of Health and Social Care's continuing professional development programme. You will need to undertake a maximum of 6, 20 credit modules at level 6 in order to obtain your degree'	Low Vision Care; Visual Impairment Rehabilitation; Orientation and Mobility for People with Low Vision; Low Vision Care - Advanced; Developing Visual Impairment Rehabilitation; Orientation and Mobility for the Registered Blind traveller	not given	http://www.canterbury.ac.uk/health/midwifery-child/found-degree-Framework/FDHSC%20Modules/Visual%20Impairment%20Rehabilitation%20Worker%20Pathway%20Modules.asp
University of East London	Foundation Degree in Health Care Support Systems	5	120 level 4 and 120 level 5	Barking, Newham or Redbridge CoFE	Employed in H&SC sector. Three GSCEs A*-C or equivalent and one pass at A2 level, NVQ3 or equivalent. No formal entry requirements for students over 21 but they will be interviewed and need to demonstrate ability/ commitment necessary for the programme	not given	…'The programme is accepted as of equivalent standard to the end of the second year of an honours degree programme and you would be qualified to transfer to the final year of a compatible degree programme…the FdSc would support you in getting a job in any part of the country.	Professional Practice; Professional Development; Technical Skills; Supervision and Management; Work-based Learning; Advanced Work-based Learning	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/summary/healthcaresupport.htm

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
University of East London	Foundation Degree in Healthcare Science	5	120 level 4 and 120 level 5	Stratford campus	Three GSCEs A*-C or equivalent and one pass at A2 level, NVQ3 or equivalent. No formal entry requirements for students over 21 but they will be interviewed and need to demonstrate ability/ commitment necessary for the programme	not given	…'The programme is accepted as of equivalent standard to the end of the second year of an honours degree programme and you would be qualified to transfer to the final year of a compatible degree programme…a biomedical science degree is the next logical step on the skills escalator for Healthcare Science students and would allow you to achieve State Registration.'	Professional Practice; Professional Development; Technical Skills; Supervision and Management; Work-based Learning; Advanced Work-based Learning	not given	http://www.uel.ac.uk/programmes/hab/undergraduate/summary/healthcarescience.htm
University of Greenwich	Foundation Degree Primary Care Assistant Practitioner	5	120 level 4 and 120 level 5	Avery Hill (Eltham)	Must be employed by PCT, 160 UCAS points or NVQ level 3, GCSE maths and English at C or above, normally aged over 21. However, mature and non-standard applications welcome	2 years part-time	Progression from HCA role to the primary care assistant practitioner role. Also can progress to BA (Hons) Social Care or BSc (Hons) Health at UoG	Springboard for Learning, Introduction to the Concepts of Health, Assistant Practitioner 1, Work-based Learning for Primary Care 1, IT Skills for Health and Social Care Professionals, Introduction to the Research Process, Assistant Practitioner 2, Work-based Learning for Primary Care 2, plus optional modules	£1535/ year	http://www.gre.ac.uk/fd/subjects/hsc/b790

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
London South Bank University	Foundation Degree Primary Care Assistant Practitioner	5	240	Southwark and East London (Whipps Cross University Hospital Campus)	Numeracy and literacy skills to be demonstrated by applicant. Motivation to study and appropriate skills should be demonstrated. Should be in employment in area determined by exit role and award.	2 years full-time	BSc (Honours) Health Studies (top up degree)	Learning for effective delivery in H&SC; Skills study; Introduction to anatomy & physiology; Health, illness and well-being; Introduction to psychology, sociology & social policy; Individuals, families and culture; Reflection in practice; Needs assessment; Public health & safety; Children & families; Caring for patients with long term conditions; Caring for the vulnerable adult; Reflection in practice; Advanced learning for effective delivery in H&SC.	£1300 per annum	http://prospectus.lsbu.ac.uk/courses/course.php?CourseID=2330&SearchWords=hscF
London South Bank University	Foundation Degree Rehabilitation Therapy	5	240	LSBU (Whipps Cross University Hospital Campus) & University of East London	Numeracy and literacy skills to be demonstrated by applicant. Motivation to study and appropriate skills should be demonstrated. Should be in employment in area determined by exit role and award.	2 years full-time	BSc (Honours) Health Studies (top up degree)	Learning for effective delivery in H&SC; Skills study; Introduction to anatomy & physiology; Introduction to psychology, sociology & social policy; Fundamentals of Rehabilitation; Practical anatomy and biomechanics; Cognition and communication; Advanced learning for effective delivery in H&SC; Developing skills and competence through work-based learning; Advanced rehabilitation; Purposeful activity and accessible environment; Rehabilitation and the older person; Rehabilitation and long term conditions	£1300 per annum	http://prospectus.lsbu.ac.uk/courses/course.php?CourseID=2312&SearchWords=hscF

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
University of Kent in partnership with Canterbury College	Higher National Diploma in Health and Social Care	5	not stated	Canterbury	18 years or older, 1 A level/ Advanced GCE, Advanced GNVQ/ VCE or BTEC National Diploma or a relevant Access course. Mature students/ people with relevant experience considered individually.	2 years full-time	…'Enter a range of careers in the H&SC fields. You could also progress to a BA (Hons) Health and Social Care Management 15 top-up degree at Canterbury College or on to the second or third year of a degree programme at a number of institutions.'	Communicating in H&SC; Principles of Practice; Ensuring Health and Safety; Working in Partnership; H&SC Research Project. 16 total modules.	£1,260	http://www.cant-col.ac.uk/studying-with-us/Courses/all-courses/higher-national-diploma-in-health-social-care/
Thames Valley University	none - TVU also offers stand-alone module choices through the CPPD (Certificate of Personal and Professional Development) programme	5	20 credits per module	Brentford, Slough and Reading	Must be a practicing professional in an area of H&SC and be able to provide evidence that you have studied at level 4 or 5 - or you must give evidence of prior learning through work, which meets the requirements for Advanced Standing or APEL	modules last approx. 6 months	none given, but building of credits at level 5	Various module choices including: Caring for Older People; The Use and Problem Use of Drugs and Alcohol; Effectively Managing Practice in Cardiovascular Risk Management; Introduction to Care and Management of Individuals with HIV Disease; Discussing Sexual Health and Contraception; Exploring Sexually Transmitted Infections; Adolescent Health;	not given	http://www.human.tvu.ac.uk/news/brochures/Public%20Health%20Brochure%2007.pdf

Institution	Qualification	Level	Number of credits	Location Offered	Entry Qualifications	Length and mode of course	Progression opportunities once completed	Name of courses/ modules to attain qualification	Costs	Reference
The Open University	Diploma in Health Sciences	5 & 6	120	Distance learning	No academic entry requirements, but it is recommended to start with a level 4 basic science course	Flexible. All modules are 30 points and take approximately 6 months each.	…'The learning outcomes of the diploma conform closely to the generic items in all the health-related subject benchmarking statements so far published.' This is promoted as clear progression toward a degree	Human Biology; Biological Psychology: Exploring the Brain; Infectious Disease; Signals and Perception: The Science of the Senses	Each module ranges from £315 to £340	http://www3.open.ac.uk/courses/bin/p12.dll?Q01E21
Orpington College	Steps to Nursing (NOCN Diploma in Progression)	Either 1 or 2 but not stated	not stated	Orpington	Assessment at interview. Must be aged 18 or over.	1 year part-time	Access to Nursing	Communication and Individual Rights; Individual Needs within the H&SC Sector; Vocational Experience in the H&SC Setting; Anatomy and Physiology in H&SC; Creative and Therapeutic Activities in H&SC; Impact of Diet on Health	not given	http://www.orpington.ac.uk/view/courses?action=detail&course_id=287
South East Essex College	City and Guilds Health and Social Care Continuing Professional Development	not known	not stated	Luker Road campus, Southend-on-Sea	Relevant employment	6 weeks	no relevant credit/ career guidance listed	…'A wide range of specialist units are available to enable those working in the H&SC area to update their professional development.' No specific courses listed.	not given	http://www.southend.ac.uk/courses/detail.asp?c=2439

9.2 Appendix 2 – Qualifications Frameworks

(Adapted from Skills for Health undated b and QCA 2007c)

National Qualifications Framework (NQF)	Credit and Qualifications Framework Wales (CQFW)	Scottish Credit and Qualifications Framework (SCQF)	England & Northern Ireland Framework for Higher Education Qualifications (FHEQ)	Europeans Qualifications Framework (EQF) (draft)	Qualifications and Credit Framework (under 'test and trial')
8	8	12	Doctorate (HE5)	8	8
7	7	11	Masters (HE4)	7	7
6	6	10	Honours (HE3)	6	6
5	5	9	Intermediate (HE2)	5	5
4	4	8	Certificate (HE1)	4	4
3	3	7		3	3
2	2	6		2	2
1	1	5		1	1
Entry	Entry	4			Entry
		3			
		2			
		1			
		ACCESS			

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