



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	Weston College	
<b>Delivery Location</b>	Weston College	
<b>Faculty responsible for programme</b>	Faculty of Health and Life Sciences	
<b>Department responsible for programme</b>		
<b>Modular Scheme Title</b>	FdSc Care Management in the Community	
<b>Professional Statutory or Regulatory Body Links</b>		
Name of PSRB		
Type of approval		
<b>Dates</b>		
<b>Highest Award Title</b>	FdSc Care Management in the Community	
<b>Default Award Title</b>		
<b>Interim Award Titles</b>	Cert HE Care Management in the Community	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	FT, PT, Blended Learning and Distance Learning	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Health studies 2008 Foundation degree 2010	
<b>CAP Approval Date</b>		
<b>Valid From</b>		
<b>Valid until Date</b>		
<b>Version</b>	1	

<b>Part 2: Educational Aims of the Programme</b>
To prepare an assistant practitioner in community care settings to work with a specified range of skills in partnership with others within national, regional and local employment arenas.

<b>Part 3: Learning Outcomes of the Programme</b>
The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<b>Learning Outcomes</b>	<b>Teaching, Learning and Assessment Strategies</b>
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<b>A Knowledge and Understanding</b>
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<p>A Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Underpinning anatomy and physiology that will provide a foundation for understanding the processes of disease</li> <li>• How to form and maintain effective relationships and communicate within practice</li> <li>• Theoretical concepts and frameworks associated with diverse and fluid communities</li> <li>• Organisational structure and function within the voluntary, independent and statutory sectors in relation to care in the community</li> <li>• The individual needs and support strategies of individuals with long term conditions within community settings</li> <li>• Effective occupational interventions to enhance the lives of residents in community care settings</li> <li>• Research methods and their contribution to evidence based community care</li> <li>• The political and policy context of community health care</li> <li>• Study, presentation and computer skills</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>A variety of learning methods will be employed that are designed to move the student towards taking responsibility for their own learning eg lectures, demonstrations, technology enhanced learning, laboratory work, seminars, small group work, self-directed study, work based and work related learning, and case load scenario discussions.</p> <p>Throughout the learner is encouraged to use the information provided, consider its relevance to practice and undertake independent study to supplement and consolidate what is being learnt/ taught and to broaden their individual knowledge and understanding of their chosen practice area.</p> <p>Assessment:</p> <p>Assessment of knowledge and understanding will be undertaken by a variety of methods, including assignments, reflective diaries, presentations, examinations and poster defence.</p>
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<b>B Intellectual Skills</b>
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<p>B Intellectual Skills:</p> <ul style="list-style-type: none"> <li>• Identify relevant knowledge basis</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>Intellectual skills are developed through practice, the use of projects, self-directed study,</p>
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<b>Part 3: Learning Outcomes of the Programme</b>	
<p>appropriate to practice</p> <ul style="list-style-type: none"> <li>Analyse and present information in an appropriate format</li> <li>Engage in discussion and explore alternative viewpoints</li> <li>Apply theoretical knowledge to the context of community care</li> <li>Demonstrate the capacity for enquiry and problem solving</li> <li>Organise and manage their own learning</li> <li>Reflect on and evaluate their own learning</li> </ul>	<p>student led discussions, small group work, tutorials and working with experts.</p> <p>Completion of a portfolio will enable the student to maintain a record of their learning and develop their ability to reflect on situations and theory that have contributed to their personal and professional development in practice.</p> <p>Assessment:</p> <p>A variety of assessment methods is employed.</p>
<b>C Subject, Professional and Practical Skills</b>	
<p>C Subject, Professional and Practical Skills:</p> <ul style="list-style-type: none"> <li>Work effectively in a team and manage work</li> <li>Ability to collaborate with a wide range of professionals</li> <li>Utilise the skills of time management</li> <li>Solve problems and prioritise by using a range of skills</li> <li>Work at an appropriate technical and occupational level in relation to the community sector speciality</li> <li>The application of sociological and psychological theories to social care settings within the community</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>Practical skills will be developed through the use of demonstrations, laboratory work, practical sessions, workshops and information technology sessions and, most importantly, within the practice settings</p> <p>Completion of a portfolio of practice based evidence will enable students to identify skill progression</p> <p>Assessment:</p> <p>Professional and practical skills are assessed through clinical assessment strategies and portfolios of evidence.</p>
<b>D Transferable Skills and other attributes</b>	
<p>D Transferable Skills and other attributes:</p> <ul style="list-style-type: none"> <li>Communicate effectively, via relevant media, utilizing appropriate language and recognising diversity and individual rights</li> <li>Organise and clearly present relevant information to suit purpose, subject and audience</li> <li>Plan own work schedule, set priorities and manage time effectively</li> <li>Develop effective study skills</li> </ul>	<p>Teaching/learning methods and strategies:</p> <p>These generic skills will be acquired through the range of learning methods used throughout the programme within action planning and goal setting portfolio development workshops and tutorials.</p> <p>In year one students are introduced to some of the theory of reflection as a developmental process. Many assignments introduce the concept of identifying assumptions and locating the historical and cultural meaning of these</p>

<b>Part 3: Learning Outcomes of the Programme</b>	
<ul style="list-style-type: none"><li>• Use a range of information technology packages competently and effectively</li><li>• Become a reflective practitioner able to reflect on own practice and learning</li></ul>	<p>assumptions. As students move onto year two they are expected to develop their ability to question their assumptions and then develop or suggest alternative ways of acting. Four processes are built into the programme by means of implicit outcomes; assumption analysis, contextual awareness, speculation and reflective skepticism. These skills are made explicit by means of a tutorial programme of study skills.</p> <p>The investigative skills are developed in the undertaking of research tasks and other assignments.</p> <p><b>Assessment:</b></p> <p>Key and transferable skills form part of the clinical assessment strategies and reflective portfolio of practice. These skills are underpinned by written assignments and scenario based group work.</p>

**Part 4: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a **full time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

<p><b>ENTRY</b></p> 	<p>Year 1</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>• Processes of Health and Disease UZTSM5-30-1</li> <li>• Community Care Organisation UZTSLV-30-1</li> <li>• Aspects of Interpersonal Communication UZTSLU-30-1</li> <li>• Occupational Practice 1 UZTSM3-30-1</li> </ul>		<p>Interim Awards Cert HE Care Management in the Community</p>
	<p>Year 2</p>	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>• Exploring Intervention Strategies UZTSLW-15-2</li> <li>• Research Methods in Community Care UZTSM7-15-2</li> <li>• Management of Care for Individuals with Long Term Care UZTSLY-30-2</li> <li>• Occupational Practice 2 UZTSM4-30-2</li> </ul>	<p>Optional Modules One of these modules may be chosen by learners to complete level 2 study:</p> <ul style="list-style-type: none"> <li>• Leadership for Health UZTSLX-30-2</li> <li>• Promoting Active Lives UZTSM6-30-2</li> </ul>	<p>Target Award  FdSc Care Management in the Community</p>
<p><b>GRADUATION</b></p>				

**Part 4: Part-time Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a **part-time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

<p><b>ENTRY</b></p>	Year 1	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>Processes of Health and Disease UZTSM5-30-1</li> <li>Aspects of Interpersonal Communication UZTSLU-30-1</li> </ul>		
	Year 2	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>Community Care Organisation UZTSLV-30-1</li> <li>Occupational Practice 1 UZTSM3-30-1</li> </ul>		Interim Awards Cert HE Care Management in the Community
	Year 3	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>Exploring Intervention Strategies UZTSLW-15-2</li> <li>Research Methods in Community Care UZTSM7-15-2</li> <li>Occupational Practice 2 UZTSM4-30-2</li> </ul>		Interim Awards Cert HE Care Management in the Community
	Year 4	<p>Compulsory Modules</p> <ul style="list-style-type: none"> <li>Management of Care for Individuals with Long Term Care UZTSLY-30-2</li> </ul>	<p>Optional Modules</p> <p>One of these modules may be chosen by learners to complete level 2 study:</p> <ul style="list-style-type: none"> <li>Leadership for Health UZTSLX-30-2</li> <li>Promoting Active Lives UZTSM6-30-2</li> </ul>	Target Award  FdSc Care Management in the Community
<b>GRADUATION</b>				

### Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*: Admission is centralised by UWE and adheres to UWE minimum standards.

The minimum level of attainment required for entry to the start of a foundation degree or foundation route is:

- at least 100 UCAS tariff points in one subject at Advanced General Certificate of Education (GCE A level) or equivalent qualification supported by three subjects at General Certificate of Secondary Education (GCSE\*) at grade C or above; or
- a Quality Assurance Agency (QAA) recognised Access certificate awarded by an Authorised Validating Agency; or
- such other European and international qualifications and/or experience which the University considers equivalent to the above; or
- such other qualifications as may be recognised as equivalent by the Academic Board.

All students will have a recognised English Language qualification of at least GCSE grade C or an equivalent such as the British Council's International English Language Test (IELTS) grade 6.0.

Although all applicants are required to meet minimum academic entry criteria, we welcome applications from mature applicants and we will take in consideration all other relevant experience and qualifications. Applications from mature applicants are assessed on an individual basis. Mature applicants can contact the Admissions Office who will be able to provide advice.

### Part 6: Assessment

A: Approved to University Regulations and Procedures

#### Assessment Map

The programme encompasses a range of **assessment methods** including; Essays, posters, presentations, written examinations, critique, viva, reflective journals, portfolios. These are detailed in the following assessment map:

**Part 6: Assessment**

**Assessment Map for FdSc Care Management in the Community**

		<p><b>Instructions:</b>                      Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)</p> <p>Add further columns as necessary*</p>				
		Unseen Written Exam	Open Book Written Exam	Oral assessment and/or presentation	Written Assignment	Portfolio
<b>Compulsory Modules Level 1</b>	Processes of Health and Disease		A (100)			
	Community Care Organisation			A (100)		
	Aspects of Interpersonal Communication			A (40)	B (60)	
	Occupational Practice 1				B (30)	B (70)
<b>Compulsory Modules Level 2</b>	Exploring Intervention Strategies			A (50)	B (50)	
	Research Methods in Community Care	A (50)			B (50)	
	Management of Care for Individuals with Long Term Conditions	A (100)				
	Occupational Practice 2				B (30)	B (70)
<b>Optional Modules Level 2</b>	Leadership for Health		A (50)		B (50)	
	Promoting Active Lives			A (100)		

\*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.



**Part 7: Student Learning**

**Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated**

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the FdSc Care Management in the Community programme teaching is a mix of 38.5% scheduled, 53.5% independent and 8% placement learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** includes a practice placement.

This constitutes an average per level as indicated below.

Module Title	Scheduled %	Independent %	Placement %
Processes of Health and Disease	37%	30%	33%
Community Care Organisation	37%	30%	33%
Aspects of Interpersonal Communication	37%	30%	33%
Occupational Practice 1	37%	33%	30%
Exploring Intervention Strategies	37%	30%	33%
Research Methods in Community Care	37%	30%	33%
Management of Care for Individuals with Long term conditions	37%	30%	33%
Occupational Practice 2	37%	33%	30%
Leadership for Health/Promoting Active Lives	37%	30%	33%

**Description of Distinctive Features and Support**

FdSc Care Management in the Community programme is an interdisciplinary degree exploring the interface between the practice of care in the community and the care management skills

## Part 7: Student Learning

required by those working within these fields. The team have developed a core syllabus relevant to the development of the knowledge and skills associated with care in the community. This centres on those interactions in social care settings that influence the health and well-being of individuals with an emphasis upon health and disease processes and mechanisms, interpersonal communication, support systems for long term conditions, sociological and psychological aspects of care alongside knowledge and understanding of management structures, political drivers and the choice of development of key leadership qualities or further health interventions.

Key themes are integrated through the programme; health, disease, risk, intervention design & implementation and management of staff. Students are taught to assess the range of health determinants and to consider the most effective approach to dealing with impacts on health. Strategies developed include practicability in relation to effectiveness, cost benefit and equitability. The programme contains an analysis of those socio-economic and political factors that determine the context within which carers and managers decisions are made.

The programme is delivered by lecturers from a variety of disciplines and supported where appropriate by FLAP, PTLs or A1 trained mentors.

**Level 1** is partly concerned with the development of knowledge and understanding of principles underlying the physical, social and human environments. This includes a focus on physiological systems and communication strategies. This is supported by the development of a variety of transferable and professional skills. Alongside study skills designed to ensure progression from level 3 students are required to attend a series of workshops within Library+ for development of analytical skills. Tutorial underpins and complements work based learning found within Occupational Practice 1 allowing students to engage with work experience within the field of community care. Students are encouraged to engage with the concept of intervention to promote health within a defined population alongside an introduction to the rigour of examination. Exams at this level are open book and pre-seen case studies.

**Level 2** –students develop knowledge and critical understanding of the subject area including in depth studies within the field of Long Term Conditions. Further work can be undertaken to develop leadership skills building on knowledge of management structures and students are also exposed to the frameworks used in academic research. Evidenced based practice is a key theme within health and social care settings and students are expected to develop a critical analytical skill set for evaluation of their own practice. Transferable and employability skills and attributes continue to be developed. One quarter of the learning at level two takes place in the work place with all students undertaking a period of work based learning in one in one or more community care settings.

### *Support*

#### *For Programme Team*

The programme is a result of a partnership between UWE and Weston College. It is anticipated that a close working relationship will continue between the two institutions. Staff development activities are planned prior to the start of the programme and there will be a number of joint

### **Part 7: Student Learning**

activities post validation. Staff already have access to UWE library facilities to assist with programme and module development. This will continue post validation.

#### *For Students*

Weston students will benefit from being part of a small cohort. There is an excellent working relationship fostered between Weston College Staff and students benefit from high levels of staff student contact in the modules within the programme, allowing ample opportunity for formative assessment and additional support. Students at Weston College have exemplary pastoral support with a tutorial scheme in place guaranteeing individual formative feedback three times a year running alongside an open-door policy.

Students will be able to use the academic and support facilities offered by the college as well as facilities offered by the University. This will include library access and access to UWE online, intranet and student union.

Guidance to students on the programme is provided by the Programme Coordinator who is supported by the teaching team. Issues relating to groups of students will be addressed through the programme management committee that includes student representatives, the programme coordinator and teaching team. For all students, access to academic staff is via email or drop-in.

#### ***Progression to Independent Study***

Many modules require students to carry out independent study, such as research for projects and assignments. The programme aims to offer students both guided support and opportunities for independent study. Guided support mainly consists of timetabled sessions and includes lectures, tutorials, seminars, practical laboratory sessions and field visits. There is an expectation that students attend all sessions on their timetable.

The progression to independent study will be assisted by the high level of tutor support offered in individual modules. Typically module leaders will provide an outline of the module indicating the activities to be carried out and the forms of learning to be undertaken during the module. Students will be encouraged to plan ahead and to take responsibility for managing their time and resources.

### **Part 8: Reference Points and Benchmarks**

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

- QAA subject benchmark statements
- University strategies and policies
- Staff research projects
- Employer interaction and feedback

In the design and development stages of the programme due regard has been given to the Academic Infrastructure to assure content, level and proportion. SEEC descriptors were used in

## Part 7: Student Learning

the design of modules, in particular the expectation that students will evidence learning outcomes.

All staff involved in meetings to write modules and internal checking procedures were advised to incorporate SEEC descriptors and terminology into module design. Subject and foundation degree benchmark statements contribute to the programme content and UWE GDP level 1 is wholly reflected in Tutorial entitlement. Level 2 is incorporated into Tutorial entitlement and all levels are evidenced by attendance records and assessment resulting in certification by awarding body.

The programme also used the National occupational Standards as set by the Sector Skills Council (Skills for Health) as the external reference point for professional practice, core competencies and guidance.

- UWE Learning Teaching and Assessment Strategy

There is an established and mature relationship between Weston college and UWE that emphasizes full understanding and incorporation of the UWE Learning, Teaching and Assessment Strategy. This is implicit in the development of the current programme.

- UWE E-learning policy

The e-Learning Policy is familiar to staff. Developments have taken place with UWE Education Innovation Centre to develop simulated activity through Second Life and this is intended to be a feature of the programme. Second Life approach in partnership with UWE is convergent with UWE e-Learning Policy moreover the Library+ commitment to access of e-Learning resources also reflects a commitment to innovative, accessible and user-friendly resources.

- QAA Code of practice: section 6 assessment of students

Design of assessment and awareness of Code of practice 6 is recognized as a strength at Weston college evidenced via IQER. Weston College also has "Guaranteed Levels of Information for assignments and assessments which were developed with Code of Practice section 6 as a guide.

- UWE Employability Strategy

The UWE Employability Strategy was used a reference point in the production of the Weston College "supporting your success" booklet, provided to all students.

- UWE Graduate Development Programme

As previously stated, GDP has been explicitly incorporated into the tutorial entitlement.

- QAA code of practice: section 8 Career Education, Information, Advice and Guidance

Reference was made to Code of Practice section 8 in the definition of tutorial entitlement and the content of study materials.

- UWE Work-based learning policy

There is a significant Work based learning element in the programme as defined as part of the foundation degree benchmark statements and identified within the Occupational Practice

### Part 7: Student Learning

modules..

- UWE Equality and Diversity

Weston College has an Equality and Diversity Policy that matches the requirements of the University of the West of England

Weston College is committed to creating an inclusive college, where people are treated with dignity and respect and where we anticipate and respond positively to different needs and circumstances so that everyone can achieve their potential.

We are committed to promoting and advancing equality of opportunity, not only because it is an important part of the mission, vision and values of the College, but also because, by attracting and retaining the most diverse range of talented people as learners, staff and partners, we will ensure the College's future success.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.