University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	Weston College	
Delivery Location	Weston College	
Faculty responsible for programme	Faculty of Environment and Technology	
Department responsible for programme	Department of Geography and Environmental Management	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links	College of Policing (COP)	
Highest Award Title	BA (Hons) Uniformed and Public Services	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	BA Uniformed and Public Services	
UWE Progression Route		
Mode(s) of Delivery	FT, PT, Blended learning	
Codes	**UCAS:**	**JACS:**
	ISIS2: L902	**HESA:**
Relevant QAA Subject Benchmark Statements	Foundation Degree qualification benchmark, 2010 Health Studies, 2008 Social Policy and Administration, 2007 Youth and Community Work, 2009 Politics and International Relations, 2007	
CAP Approval Date		
Valid from	September 2013	
Valid until Date		
Version	1	

Part 2: Educational Aims of the Programme

BA (Hons) Uniformed and Public Services is a one year full-time or two-year part-time programme designed to build upon the foundation degree in Uniformed and Public Services. It will continue to develop a sound general knowledge of the Uniformed and Public Services, particularly Her Majesty's Forces and within the Police Force, whilst developing knowledge, skills and experience for a career in the field of public service.

Broad aims
The programme will enable students to:

Part 2: Educational Aims of the Programme

- Acquire the knowledge, understanding and practical skills to produce new ideas, concepts, interventions and solutions within the arena of the public service and uniformed services sectors;
- Apply their learning to the workplace;
- Acquire professional and transferable skills to empower them to pursue a variety of career options within changing patterns of employment;
- Advance their learning;
- Contribute to their continued career development in a public service and uniformed service context.

Specific aims
The specific aims of the programme are to:

- Enable students to work both independently and as an effective team member and to recognise the role and approaches to working with others, including other professionals and community groups, in tackling issues and responding to societies needs within both a public service and a uniformed service context.
- Study an area of professional practice in depth through a research project.
- Create a supportive atmosphere that will enable individual students to use the graduate learning experience at Weston College to provide a foundation for life-long learning, continuing professional development and future careers.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students must have gained 240 credits from previous study in higher education.

Students may have gained valuable experience from practice settings during the course of their previous study. These may have been informal or formal and could have included businesses, voluntary or community based organisations, health centres, prisons, youth work, local authority departments or within a varity of uniformed service setiings. Such contexts, historical or current, will enable students to apply acquired knowledge and skills during their course of study to reflect upon their professional practice in the workplace and develop it further. All students will be encouraged to continue to engage with work based learning.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:	Working in the Community	International Relations	UPS Research Project	Leadership for UPS
A) Knowledge and understanding of:				
• The need for both a multidisciplinary and an interdisciplinary approach in knowledge and understanding of roles and responsibilities of uniformed and non-uniformed public services.	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme				
• Debate and research surrounding the concept of health, its representations, measurement and the diverse determinants of health within society in the context of public and uniformed services.	✓		✓	
• Methods of acquiring, interpreting and analysing information and data with a critical understanding of the appropriate contexts for their use in contemporary uniformed and public service practice.	✓	✓	✓	✓
• The sustainable and integrated approaches to intervention management within a uniformed and public services context.	✓	✓		✓
• Theoretical and professional rationales concerning public and uniformed services interventions.	✓	✓	✓	✓
• Economical, political and sociological impacts upon the both the public sector and the uniformed services and change management techniques	✓	✓		✓
• Strategic development within the public sector in terms of resources and opportunities	✓	✓		✓
(B) Intellectual Skills				
• Critically evaluate current research and advanced scholarship.	✓	✓	✓	✓
• Apply relevant theories to the analysis of and management of processes and outcomes.	✓	✓	✓	✓
• Create, identify and evaluate options to provide original solutions for problems that sometimes have incomplete data.	✓	✓		✓
• Recognise the moral and ethical issues of enquiry and investigation and appreciate the need for professional codes of conduct.			✓	
• Evaluate methodologies, develop critiques and, where appropriate, propose new hypotheses.			✓	
• Challenge the status quo by demonstrating intellectual flexibility and lateral thinking.		✓	✓	
• Learn through critical reflection and evaluation of practice and experience.	✓	✓		✓
(C) Subject/Professional/Practical Skills				
• Subject knowledge, technical and professional skills to analyse and solve a range of contemporary and emergent public and uniformed service issues, problems and needs.	✓	✓		✓
• Analyse public health information and data that may be drawn from a wide range of disciplines.	✓	✓	✓	
• Effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving problems.	✓	✓	✓	✓
• The ability to create, identify and evaluate options.	✓	✓	✓	✓
• Apply a range of disciplines to satisfy the needs of society for safe and healthy environments within which to work, play and live.	✓			
(D) Transferable skills and other attributes				
• Demonstrate self-direction and originality in tackling and solving problems.	✓	✓	✓	✓
• Act independently in planning and implementing tasks.	✓	✓	✓	✓
• Demonstrate interpersonal skills of effective listening, negotiating and persuasion.	✓	✓	✓	✓
• Demonstrate self-awareness and sensitivity to diversity in people and different situations.	✓	✓	✓	✓
• Perform effectively in a team.	✓	✓		✓
• Communicate effectively using a range of media.	✓	✓	✓	✓

Part 3: Learning Outcomes of the Programme				
• Search, retrieve and utilise information effectively.	✓	✓	✓	✓
• Demonstrate the ability to make decisions in complex and unpredictable situations.	✓			✓
• Critically reflect upon practice and experience.	✓	✓		✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On the FdA Uniformed and Public Services programme teaching is a mix of 32% scheduled, 62% independent and 6% placement learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes; fieldwork; external visits; work based learning.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement learning: include an international residential.

Module Title	Scheduled %	Independent %	Placement %
Working in the Community	27	45	28
International Relations	33	67	0
Uniform Services Research Project	33	67	0
Leadership for Uniformed and Public Services	33	67	0

Description of any Distinctive Features
Students are encouraged to continue to draw upon the wealth of experience that has been gained from their work contexts at lower levels and make links with the wider concepts of uniformed and public service policy and procedure whilst maintaining an overview of the collaborative nature of interdisciplinary and multidisciplinary approaches to public service. The programme builds on experience already gained with a residential trip within the module Working in the Community and several visits to areas of poverty both within this country and within an international setting. Students are encouraged to continue to draw the best learning opportunities and experiences from each context and develop in understanding of best practice within the field.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy
Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment Map

The programme encompasses a range of **assessment methods** including; examination, pre-seen case study exam, presentation, oral exam, poster defence, written assignments and portfolios. These are detailed in the following assessment map:

Assessment Map for BA Public and Uniformed Services

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 3	UBGMV5-30-3	A (60)						B (40)			
	UBGMU5-30-3								B (100)		
	UBGMRL-30-3		A (60)					B (40)			
	UBGMR5-30-3						A (60)	B (40)			

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

Part 4: Programme Structure Full-Time

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

		Compulsory Modules	Optional Modules	Interim Awards N/A
	Year 1	UBGMV5-30-3 Working with Communities UBGMR5-30-3 International Relations UBGMU5-30-3 Uniformed Service Research Project UBGMRL-30-3 Leadership for the Uniformed and Public Services (30)		

GRADUATION

Part 4: Programme Structure Part-Time

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

		Compulsory Modules	Optional Modules	Interim Awards N/A Other requirements
	Year 1	UBGMV5-30-3 Working with Communities UBGMR5-30-3 International Relations (30)		
	Year 2	UBGMU5-30-3 Uniformed Service Research Project (30) UBGMRL-30-3 Leadership for the Uniformed and Public Services (30)		

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply.
Successful pass in an FdA Uniformed Services foundation degree programme or AL of modules from FdA Uniformed Services/Public Services from another institution.

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 UK Quality Code for HE
    National qualification framework
    Subject benchmark statements
University strategies and policies
Staff research projects
Any relevant PSRB requirements
Any occupational standards

In the design and development stages of the programme due regard has been given to the UK Quality Code for Higher Education to assure content, level and proportion. SEEC descriptors were used as guidance in the design of modules and there is an expectation that students will evidence all learning outcomes.

All staff involved in the programme design team to write modules and internal checking procedures were asked to use SEEC descriptors and terminology as guidance for module design. Subject and foundation degree benchmark statements contribute to the programme content and Weston College Graduate Development Programme will be incorporated into the tutorial entitlement.

UWE Learning Teaching and Assessment Strategy
    There is an established and mature relationship between Weston college and UWE that emphasises 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 Professor Liz Falconer 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 Quality Code: Chapter B6: Assessment of students and accreditation of prior learning
Design of assessment and awareness of the Quality Code, B6, 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 the QAA Code of Practice section 6 as a guide. These policies are routinely reviewed and updated with due regard to the UK Quality Code for all providers of HE within the UK
UWE Employability Strategy
    The UWE Employability Strategy was used a reference point in the production of the Weston College "Supporting your Success" document, provided to all students.
Weston College Graduate Development Programme
    As previously stated, the GDP has been incorporated into the Tutorial Entitlement.
QAA Quality Code: Chapter B4: Enabling student development and achievement
    Reference was made to the Quality Code, B4, in the definition of tutorial entitlement and the requirement to be able to guide students to careers advice. Both validated and franchised programmes have equitable access to UWE careers advice and guidance including CV writing, preparing for interviews, application checker and a range of other services designed to enhance employability.
UWE Work-based learning policy
UWE Equality and Diversity Policy
    All of the above were considered during the development stage. There is a significant Work based

Part 8: Reference Points and Benchmarks
learning element in the programme as defined as part of the foundation degree benchmark statements and identified within Work Experience 1 and 2 modules. 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.
What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

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.