

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	FdA Uniformed and Public Services
Default Award Title	N/a
Fall-back Award Title	n/a
Interim Award Titles	Cert HE Uniformed and Public Services
UWE Progression Route	BA (Hons) Uniformed and Public Services (Weston College)
Mode(s) of Delivery	FT, PT, Blended learning
Codes	UCAS:
	ISIS2:L900 L900, 90063 (DL/TEL)
Relevant QAA Subject Benchmark Statements	JACS:
	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	18 November 2014 v1.1; June 2016 v1.2
Valid from	September 2016 v1.2
Version	1.2

Part 2: Educational Aims of the Programme
<p>FdA Uniformed and Public Services is a two year full-time or three-year part-time programme designed to develop a sound general knowledge of the Public and Uniformed 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. This programme provides an opportunity to progress to level 3 BA (Hons) Uniform Services.</p> <p>Broad aims The programme will enable students to:</p>

Part 2: Educational Aims of the Programme

- Develop a sound understanding of public and uniformed service organisational structure, management, values and practices within the United Kingdom, Europe and the wider environs of the world.
- Explore the economical, sociological and psychological stressors within the field of health intervention in a public or uniformed service context.
- Explore the impact that human activity has upon the political environment within which the public and uniformed services act and serve.
- Appreciate the relationship between structural, societal and lifestyle factors on the promotion of sustainable environments and human health on a local, regional, national and global scale.
- Develop academic, professional, generic, practical and employability skills which will equip them for gaining employment and being successful at work.
- Prepare for progression to study higher degrees in Public and Uniformed Services and other related subjects.
- Engage with the public, partners and stakeholders in diverse communities and within dynamic environments.

Specific aims

The specific aims of the programme are to:

- Facilitate the development of a strong understanding of the principles and processes that underpin public and uniformed service;
- Develop an understanding of the subject of public and uniformed service from a multidisciplinary and interdisciplinary perspective;
- Develop a range of academic, professional, practical and personal transferable skills to enhance employability;
- Develop problem solving and decision making skills;
- Demonstrate investigative skills necessary to undertake independent projects or research within the field of public and uniformed service;
- Provide the opportunity for the acquisition and practice of appropriate transferable skills and facilitate the development of independent and team working;
- Provide the opportunity for the development and practice of employability and professional skills through work based learning;
- Provide a curriculum that is enhanced by experience from research, consultancy and professional practice;
- Promote and widen access to careers in Public and Uniformed Services to applicants with non-standard entrance requirements.

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

To successfully pass this programme the student must engage with Work Based Learning in three modules; Work Based Experience I and II and Planning & Organising Outdoor Recreational Activities. Placements are to be anywhere where public or uniformed services take place – informal or formal – and could include for example Army, Territorial Reserves, RNLI, Navy, voluntary or community based organisations, Police, leisure centres, health centres, prisons, youth work, RAF and probation service. These contexts will enable students to use and apply their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass the Work Based Experience modules detailing their experiences across the programme in relation to the services they wish to engage in. Students will be required to reflect and evaluate their skills and knowledge of public service to their work setting.

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:

Part 3: Learning Outcomes of the Programme

<ul style="list-style-type: none"> Communicate, work with others as part of a team, and solve problems within the academic and vocational work-based context. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Effectively apply transferable skills, assume responsibility and make decisions in an academic and work based environment. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Demonstrate personal qualities and attitudes consistent with professional employment in Uniformed Services and related public service sectors following current practice within the field. 	✓	✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> Demonstrate the ability to discuss, plan and manage change within a professional context. 	✓	✓	✓			✓	✓	✓		
<ul style="list-style-type: none"> Demonstrate the capacity to reflect upon actions taken, both within the academic and vocational field, to engage in the process of continuous learning. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Transfer skill and knowledge across different settings and work related contexts. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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 30% scheduled, 64% 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 a practice placement and residentials.

Description of any Distinctive Features

In the first year of study the students have the option of completing a Certificate in Police Knowledge as part of the module Studies in Uniformed services. This will be particularly attractive to students who wish to pursue a career in the Police service as it will count towards 50% of the Diploma in Policing.

The range of interactive and work based experiences and the strong links that have been established to a range of uniformed services is a distinctive feature of the course.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Part 5: Assessment

Assessment Strategy

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

Part 6: Programme Structure

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

ENTRY	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UBGMS5-30-1 Studies in Uniformed Services	None	Cert HE Uniformed and Public Services 120 credits of which not less than 100 are at level 1 or above
UZYSXC-30-1 Fitness and Lifestyle Management				
UBGLSR-30-1 Uniformed Services Work Based Experience I				
UBGLSP-30-1 Uniformed Service Organisation, Culture and Society				
Year 2	Compulsory Modules	Optional Modules	Interim Awards	
	UBGMVL-15-2 Incident and Emergency Management			
	UBGMH4-15-2 Planning and Organising Outdoor Recreational Activities			
	UBGMGK-30-2 Stress Management in the Uniformed Services			
	UBGLSS -30-2 Uniformed Services Work Based Experience 2			
	UBGMSL-15-2 Public and Uniformed Services Analysis			
UBGMT5-15-2 Research Methods and Techniques in Public and Uniformed Services				

Part time: The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY			
	Compulsory Modules	Optional Modules	Interim Awards
Year 1	UZYSXC-30-1 Fitness and Lifestyle Management		
	UBGLSR-30-1 Uniformed Services Work Based Experience I		
	UBGLSP-30-1 Uniformed Service Organisation, Culture and Society		
Year 2	Compulsory Modules	Optional Modules	Interim Awards
	UBGMS5-30-1 Studies in the Uniformed Services	None	
	UBGMSL-15-2 Public and Uniformed Services Analysis		
	UBGMT5-15-2 Research Methods and Techniques in Public and Uniformed Services		
UBGMH4-15-2 Planning and Organising Outdoor Recreational Activities			
Year 3	Compulsory Modules	Optional Modules	Interim Awards
	UBGMVL-15-2 Incident and Emergency Management	None	Cert HE Uniformed and Public Services 120 credits of which not less than 100 are at level 1 or above
	UBGMGK-30-2 Stress Management in the Uniformed and Public Services		
UBGLSS -30-2 Uniformed and Public Services Work Based Experience 2			

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:

Applicants must provide evidence which demonstrates to the Universities satisfaction that they can

Part 7: Entry Requirements

benefit from study at foundation degree level and are likely to achieve the required standard. Offers will normally be based on a UCAS Tariff of 160 points or equivalent. Applicants should also have English and Maths GCSE Grade C or above or equivalents (functional skills level 2 is considered equivalent to English & Maths GCSE Grades A-C for this programme).

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

Part 8: Reference Points and Benchmarks

UWE Equality and Diversity Policy

All of the above were considered during the development stage. There is a significant Work based 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.

Students have requested the option to study for a Undergraduate degree in the Uniformed and Public Services during Staff Student Liaison Committee (SSLC) meetings for some time.

Employers and industry experts have been involved in the current programme and have provided feedback on the improvements that could be made. These have been incorporated into this structure.

Local employers have specifically mentioned that the practical skills acquired throughout the current course have been appropriate to the workplace and give the students much potential for employment.

Stakeholder groups included key personnel from the region, these meetings guided and shaped the further development of modules and introduced some key transferable skills across the wider public service domain.

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](#).