

LTC11D053

Title: City College Norwich – New Course Proposals for 2012/13
Author: Hannah Coman, Partnerships Manager, Partnerships Office
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Issue

New course proposals from City College Norwich for the 2012/13 academic year.

Recommendation

That the following courses be approved in principle and allowed to proceed to validation:

- i) Cert/Dip HE Practitioner in Social Care (attached as Appendix 1)
- ii) BA (Hons) Leadership in Public Services (one year top up) (attached as Appendix 2)
- iii) FdA Dementia Care (attached as Appendix 3)
- iv) FdSc Mental Health Practice (attached as Appendix 4)

Resource Implications

Not applicable.

Risk Implications

Not applicable.

Equality and Diversity

To be considered as part of the course validation process.

Further Information

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APPENDIX 1

**Learning and Teaching Committee
PROGRAMME APPROVAL APPLICATION AND OUTLINE
PROGRAMME SPECIFICATION
FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA:
VALIDATED PROVISION at CITY COLLEGE NORWICH**

Tick one

- This is a proposal for
- A new programme (**not** replacing existing provision)
 - A new programme replacing existing provision
 - A significant modification to an existing programme
 - The revalidation of an existing programme

Note that Sections 1-6 are designed to comply with the QAA guidelines for the preparation of Programme Specifications.

PROPOSED START DATE : September 2012

SECTION 1: PROPOSING SCHOOL AND PROGRAMME DETAILS

- (a) Proposing School: Health and Community Studies
- (b) Proposed programme Award and Title (including all named Pathways) HE Certificate Practitioner in Social Care
HE Diploma Practitioner in Social Care
- (c) Awarding Body UEA
- (d) Teaching institution City College Norwich
- (e) Additional details

FOR TAUGHT PROGRAMMES REQUIRING ATTENDANCE					FOR ONLINE OR DISTANCE LEARNING			
TOTAL CREDIT VOLUME FOR WHOLE AWARD	FHEQ LEVEL OF FINAL AWARD	MODE(S) OF STUDY	PLANNED DURATION OF PROGRAMME (YEARS)	PLANNED DELIVERY PATTERN (WEEKS PER SEMESTER)	PLANNED DELIVERY HOURS PER WEEK	BRIEF DETAILS OF CONTACT/SUPPORT FOR STUDENTS	LANGUAGE OF INSTRUCTION (IF NOT ENGLISH)	UCAS CODE
120	Cert HE	Taught	1 Year	1 day per week for 1 academic year	9 hours per week Plus 10 days practice	2 hours of teaching and one hour of tutorials each week over		

					placement, and 10 days Skills Development	15 weeks for each 20 credit module; plus 10 days practice placement and 10 days Skills Development		
240	Dip HE	Taught	2 years	1 day per week for 2 academic years	9 hours per week, plus 5 days Skills Development	2 hours of teaching and one hour of tutorials each week over 15 weeks for each 20 credit module; plus 5 days Skills Development		

(f) Will the proposed programme replace an existing programme or programmes? NO (DELETE ONE)

If YES , please state title(s) and programme code(s) of replaced programme(s):	
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(g) Exit Awards below final award? NO

If YES, please specify:	
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(h) Does the programme include **Work Based Learning/Skills for Work modules** (i.e. as incorporated in Foundation degrees) NO and/or: Compulsory placement(s) or work-based practice YES

If yes please give details	Students would need to complete a 10 days practice placement in a social care setting, as part of the Introduction to Practice Module, plus up to 15 practice Skills Development days (10 in the Certificate Year, and 5 in the Diploma year)
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(i) Will the proposed programme be operated in partnership with any other organisation?

NO,:

(i) Give the name of the partner:	
(ii) Briefly describe the nature of the collaborative arrangement/partnership:	

SECTION 2: RATIONALE FOR AND AIMS OF THE PROGRAMME

2.1) Rationale

(Justify the proposal in terms of its strategic fit with School /college development plans, the College Strategy for the Development of Higher Education, regional and national priorities for addressing knowledge and skills shortages and/ or the specific needs of employers and or potential students. Pay particular attention to the provision of progression opportunities and any articulation agreements or progression accords that this proposal will underpin).

The proposed award has been designed in order to provide a suitable qualification for practitioners in social care in response to changes in the social care workforce. The proposed qualification will potentially meet a number of needs as detailed below.

1. The proposed Award would meet the needs of the changing work sector in that the current transformation of adult and children's social care and social work is resulting in fewer, but more specialist, social worker roles and a growing number of what could be termed as 'assistant practitioners' undertaking the direct work with people. Currently, the assistant practitioner role varies greatly between services and sections of the health and social care sector – but can include school attendance officers, family support workers, parenting support workers, Action for Children workers (intensive early intervention with families at greatest need), drug and alcohol workers, advice and guidance workers, through to family Court assistants, criminal justice workers, and direct support workers for vulnerable adults, people with learning difficulties, and older people. Additionally 'assistant practitioners' are working in communities, with service user groups, in youth work and on regeneration and housing projects.

There is no generic qualification or award for this 'assistant practitioner' role. Currently, these roles have no requirement for initial learning and any training received by people in these roles depend on the abilities, motivation and resources of their employers. In the health care sector, the requirement for assistant practitioners is that they have a Level 5 qualification and the proposed Diploma HE would provide a social care qualification at this level.

The College has been in discussion with the Assistant Director of Norfolk Children's Services, and other professional colleagues, who have identified that they are increasingly relying on the delivery of their services by people who have no core social work or social care learning. The impact of this for employers is very significant in terms of risk and quality of service delivery.

2. CCN currently delivers the BA (Hons) Applied Social Work via both full time and Supported Open Learning Pathways. The proposed Certificate/ Diploma HE Social Care Practitioner would provide a Step-Off Award for students unable to complete the full BA Applied Social Work, or who are unsuitable to complete. A Certificate, and a Diploma level Practitioner in Social Care award will enable students to exit from the BA Applied Social Work more positively.

3. The proposed Award could also provide a route from which students could progress to go on and qualify as social workers. The current transformation of adult

and children's social work, driven by the Government's Social Work Reform programme and Big Society ideology, is resulting in the upgrading of entry requirements for Social Work students, coupled with a more academically robust curriculum and a requirement for the demonstration of increasingly sophisticated capabilities in order to successfully graduate. A number of students who might have previously been eligible for the BA programme will no longer meet the entrance requirements.

The proposed Certificate and Diploma awards could provide a progression route into a final level 6 'top up' programme to achieve the full BA Applied Social Work for those students who might not meet the academic criteria for direct entry onto the BA programme initially.

2.2) Aims

(Explain the purpose of the award in terms of the overarching educational and skills development a successful student will achieve, the vocational and or further personal professional development opportunities that may follow and the audience for whom the programme is intended).

The aim of the Awards will be to prepare students for direct work with people in the social care sector.

The Awards will align the learning to the College of Social Work's Professional Capabilities Framework in the following core areas:

Professionalism

Values and Ethics

Diversity

Rights, Justice and Economic Wellbeing

Knowledge

Critical Reflection and Analysis

Intervention and Skills

Context and Organisation

Professional Use of Supervision, Personal and Professional Boundaries

The delivered curriculum will be largely the same as the first and second years of the full BA Applied Social Work, which will enable high achieving and suitable students to be able to progress on to top-up with the final level of the BA Applied Social Work in order to graduate as a registered social worker, should they wish.

It is anticipated that potential students will be those already in 'assistant practitioner' roles with Norfolk Local Authority, and other employers, as well as those who are planning to seek work in the social care sector.

SECTION 3: POINTS OF REFERENCE

3.1) Relevant QAA Subject Benchmarking Statements

Subject Benchmark reference	Coverage in programme:
QAA Subject Benchmark Statements for Social Work	
1. Social Work services and service users	
2. The service delivery context	
3. Values and Ethics	
4. Social Work theory	
5. The nature of social work practice	
Module title	Core areas most covered (NB most modules touch upon all areas)
<u>Certificate</u>	
Psychosocial Aspects of Human Growth and Development	All
Ethics, Values and Professional Boundaries	All
Introduction to the Legal Context of Social Work	All
Higher Learning Skills	-
Introduction to Practice	All
Communication, Interviewing and Group Work Skills	All
<u>Diploma</u>	
Working with Children and Families	All
Working with Adults	All
Mental Health	All
Using Knowledge in social work	All
Applied Social Work Law	All
Independent Study Module	All
Optional Modules	-

3.2) Relevant National Occupational Standards

NOS	Coverage in programme:
Currently, the General Social Care Council requirements and the National Occupational	At the outset, the programme will follow the current NOS and GSCC

<p>Standards for Social Work will apply. However, during 2012, the GSCC will cease, the Health Professional Council will take over the registration of qualified Social Workers, and the College of Social Work will require programmes to replace the current NOS with the new Professional Capabilities Framework</p> <p>Current National Occupational Standards:</p>	<p>requirements, as does the current BA Applied Social Work.</p> <p>During 2012, these will change to the Health Professional Council and the new Professional Capabilities Framework. The BA Applied Social Work will need to develop its curriculum in light of these changes, and the Cert and Dip HE will do so at the same time, so that the new Awards and the BA Applied Social Work will work in step with each other.</p>
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Current National Occupational Standards:

- Key Role 1: Prepare for, and work with individuals, families, carers, groups and communities to assess their needs and circumstances (Units 1 – 3)
- Key Role 2: Plan, carry out, review and evaluate social work practice, with individuals, families, carers, groups, communities and other professionals (Units 4 – 9)
- Key Role 3: Support individuals to represent their needs, views and circumstances (Units 10 – 11)
- Key Role 4: Manage risk to individuals, families, carers, groups, communities, self and colleagues (Units 12 – 13)
- Key Role 5: Manage and be accountable, with supervision and support, for your own social work practice within your organisation (Units 14 – 17)
- Key Role 6: Demonstrate professional competence in social work practice (Units 18 – 21)

Module title	Key Role
<u>Certificate in HE</u>	
Ethics, Values and Professional Boundaries	1, 2
Psychosocial Aspects of Human Growth and Development	1-6
Introduction to Legal Context of Social Work	1, 3, 4
Higher Learning Skills	1, 6
Introduction to Practice	All
Communication, Interviewing and Group Work Skills	1, 2, 3, 4, 6
<u>Diploma in HE</u>	
Working with Children and Families	All
Working with Adults	All
Using Knowledge in Social work	All
Mental Health	All

Applied Social Work Law Independent Study Module Optional Modules	1, 3, 4, 5 All -
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3.3) Sector Skills Council consultation/involvement

Sector Skills Council	Details of consultation/application of Framework:
N/A	

3.4) Accreditation endorsement or consultation by/with Professional Statutory or Regulatory Bodies

PSRB	Details of accreditation endorsement or consultation:
<p>Currently, it is the General Social Care Council will regulates. This will end in 2012, and the accreditation of fully qualifying social work programmes will be taken on by the Health Professional Council, with input on curriculum and Capability Frameworks from the newly established College of Social Work</p> <p>The Certificate and Diploma programmes will closely mirror any changes in the BA Applied Social Work in order for the new Awards to remain valid and current in terms of progression to a top-up BA award.</p>	

3.5) Employer engagement in design, development, delivery, assessment

Employer(s)	Details of consultation/engagement:
Norfolk Children's Services	Consultation and Discussion has taken place with the Assistant Director
Stakeholders Meeting – which included	A stakeholder's consultation took place in

independent Practice Teachers, Break, and Centre 81.	December 2011, at which time the proposed Awards were well received. Stakeholders at that meeting, which include service users, will continue to work with us on the finer detail of the programme.
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3.6) Programme Manager

Name	Email	Telephone
Fern Farr	Fern.farr@ccn.ac.uk	

SECTION 4: Development of Graduate Skills (Please see guidance notes)

4.1 Graduate Skills

Use this section to explain how the programme will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key transferable skills:

<p>Students will develop knowledge and understanding in/of:</p> <p>A range of knowledge, skills and professional values applicable to working directly with vulnerable children, families and adults.</p>	<p>This will be facilitated/supported by:</p> <p>Class teaching, tutorials, independent study, guided study, links with our service user and carer group, some teaching input from professional practitioners and employers, and one 10 day placement in a social care organisation which is not their own workplace.</p>

Key Transferable Skills areas	Way in which this is addressed in the programme
<p>Communication through, and appropriate use of, technology</p>	<p>It is expected that all students will word process their assignments, use e-mail to communicate with staff and each other, access Blackboard and the web. The staff team has moved towards greater use of blogs, and Facebook with the BA Applied Social Work groups, and this will be similarly encouraged in the new Awards groups. Module guides and Module Specifications contain web references.</p> <p>All modules</p>

Communication skills	Communication skills are developed through group work (including assessed presentations) and in practice placements. <i>Particular modules – Higher Learning Skills, Introduction to Practice, and the Communication Skills Module itself.</i>
Working collaboratively with others	There are no modules that do not incorporate some aspect of group work, and this skill is a particular focus in practice settings. <i>All modules, especially practice.</i>
Problem solving	Many modules rest upon the need to search out information and apply it to a practice situation.
Personal and professional development	The Higher Learning Skills module highlights this aspect and sets them on course for learning this key skill. This is reinforced at each stage of the Awards. <i>Particular module –Higher Learning Skills.</i>
Acting ethically	This is fundamental to the award, and directly ‘taught’ through the ‘Ethics and Values’ module but reinforced in all subsequent modules. <i>All modules, especially Ethics and Values.</i>
Identifying a major area of personal learning	This is mainly achieved through the Independent study module in the Diploma, but the prior choice of elective modules can be used to explore an area of interest that has perhaps arisen from practice experience, and can then be developed in more depth. <i>Particular modules – electives and Independent study module.</i>
Coherence, literacy and numeracy	Assessed at point of entry to GSCC requirements, and subsequently through marking criteria for each module.
Systematic, conceptual and critical thinking	This is encouraged in all modules, and reinforced through assessment criteria. <i>All modules.</i>

SECTION 5: Programme structures and Modules (Units). Intended Learning Outcomes, Credit Volumes and Award requirements.

a) Introductory statement

A general statement about programme structure, including special features such as work placement opportunities or requirements, field trips or residential etc:

Although it is likely to change as a result of the incoming requirements from the HPC and the College of Social Work, for example, with the forthcoming change from National Occupational Standards to the new Professional Capabilities Framework, currently the Awards will echo the year 1 and the year 2 of the BA Applied Social Work. As that BA programme develops in light of the new frameworks and requirements, so too will the Certificate and Diploma Awards.

The first year, Certificate level, will include a 10 day placement in a social care setting, from which the students will be required to undertake a portfolio of learning and reflection, along the same lines as the current Social Work Practice 1 module on the BA Applied Social Work programme which provides for them a Fitness to Practice point of assessment. At the Certificate level, students will also need to undertake 10 days Skills Development; and a 5 further days at the Diploma Level.

Other modules on the two Awards will largely follow the year 1 and year 2 of the BA Applied Social Work, however, there will also be scope for some optional modules to be chosen, rather than undertaking the 80 day work placement (Social Work Practice 2 module, 30 credits) which happens on the BA programme.

b) Student learning experience

Describe the arrangements for learning and teaching in terms of hours required each week of a “typical” student according to each proposed mode of study. This should include class contact time, tutorial time and assessment time and give an indication of personal study time. If blended learning then specify the nature of the mix of methods to be used and the commitment in time to each:

One day per week in college, currently over 2 academic semesters.

In addition to the one day per week class teaching, there will be a significant requirement for tutorials and independent study in order to enable academic learning to be understood in terms of developing practice in the National Occupational Standards Key Roles.

In the 10 day placement opportunities and the Skills Development Days there will be opportunities for students to gain practice experience and workshops with employers and service users as well as ‘master classes’ from guest speakers and guest practitioners.

c)

Insert Structure Diagrams for each variant of the award.

Practitioner Award in Social Care

Level 1

120 credits, delivered over 2 terms – Certificate of Higher Education

Unit title	Number of credits	Level	Notes
Introduction to Practice level 1	30	4	Incorporating 10 day observation placement and 10 day skills development
Ethics, Values and Professional Boundaries	20	4	
Communication, Interviewing and Group work skills	20	4	
Psychosocial Aspects of Human Growth and Development	20	4	
Introduction to legal Context of social work	10	4	
Higher learning skills	20	4	

Level 2

120 credits – delivered over 3 terms - Diploma in Higher Education

Unit title	Number of credits	Level	Notes
Working with Children & families	20	5	
Working with Adults	20	5	
Mental Health	10	5	
Applied Social Work Law	20	5	
Using Knowledge in Social work	20	5	
Independent Study Module	10	5	Incorporating 5 days skills development
Option Module	20	5	One 20 credit module can be chosen from the following range of modules: Children's Health and Wellbeing

			Disability: The Challenge of social Inclusion End of Life Care Understanding Dementia Health and Wellbeing
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Calendar

Level 4 – Cert HE (120 credits)

Semester 1	Ethics, Values and Professional Boundaries (20 Credits)	Psychosocial Aspects of Human Growth and Development (20 credits)	Intro to Legal context of social Work (10 credits)	Higher Learning Skills (20 credits) Higher Learning Skills
Semester 2	Communication, Interviewing and Group Work Skills (20 credits)	Introduction to Practice, which includes 10 day practice and 10 day skills development (30 credits)		

Level 5 – Diploma HE (120 Credits)

Semester 1	Working with Children (20 credits)	Applied Social Work Law (20 credits)	Using Knowledge in Social work, (20 credits)	
Semester 2	Working with Adults (20 credits)	Mental health (10 credits)	Independent Study including 5 days Skills Development (10 credits)	Option Module (20 credits)

(Structure diagrams may, alternatively, be attached as Appendices, with a note here to that effect)

d) Applicable regulations for awards and Classifications

This programme will operate without exception under the regulations for classification, assessment and quality assurance as set down in the currently approved version of the Norfolk Regulatory Framework.

e) Module details: List all modules to be offered within the programme

Note re Status: A module may be Compulsory (C), Designated (D) or Optional (O) (refer to NRF 1.4.1 for guidance)

i) LEVEL 4, Certificate in HE Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
Ethics, Values and Professional Boundaries	20	Core understanding of Values and Ethics, moral philosophy Building on the Ethics and Values module, how values and ethics impact professional practice, the GSCC Codes of Practice and the development of professionalism	Presentation and Essay	C
Introduction to Practice	30	A reflective practice module during which the students undertake a 10 day observational placement in a social care setting. This learning looks at models of practice intervention, and also Service User participation in services, and will involve 10 skills development days	Portfolio	C
Communication, interviewing and Group Work	20	A two part module spanning two terms/semesters, in which core communication skills, engagement and rapport, working with difficult or reluctant service users is considered, as well as core group work theory, working in teams and in multi-disciplinary contexts	Role Play/ Presentation/ Essay	C
Psychosocial Aspects of Human Growth and Development	20	Core knowledge and theory for health and social care	Essay	C
Introduction to legal context of social work	10	In this module we will explore the core legal context in which social care and social work take place – powers, duties, rights and responsibilities	Exam and Essay	C
Higher Learning Skills	20	The Core HLS module for HE – transferrable skills with relevance to SW skills stressed	Presentation and Essay	C

ii) LEVEL 5, Diploma in HE Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
Working with Children and Families	20	This module will follow the same curriculum as that of the BA Applied Social Work, covering the core competencies for working with children, including Every Child Matters, risk, Child Protection and Safeguarding.	Essay and Exam	C
Working with Adults	20	This module will follow the same curriculum as that of the BA Applied Social Work, covering working with disabled people, older people, people with Learning Difficulties. Personalisation, risk, protection of vulnerable adults and safeguarding is also considered	Essay and/ or exam	C
Applied Social Work Law	20	Building on the Introduction to Legal Aspects from the Certificate year, this module will consider the complex business of applying Law and decision making in social care practice	Essay and Exam	C
Mental Health	10	This module will be the same curriculum as that on the BA Applied Social Work programme, considering the bio-psychosocial model of mental health, application of law, risk analysis and risk management		C
Using Knowledge in Social Work	20	This module builds on the theory modules in the Certificate year, and introduces the concept of evidence based practice and the importance of being research aware.		C
Independent study module	10	A short independent study module, designed by the student and tutor, to achieve a personal learning activity into a chosen area of practice. Student to set own learning objectives and assessment method, agreed by the tutor. This module could feasibly include a project considering building social enterprise, working with the Start Up Lounge This Module will include 5 days	Essay/presentation/portfolio	C

		Skills Training development		
Option Modules	2x 10	<p>up to 20 credits to be chosen throughout the 2nd year. Available options may include any 10 or 20 credit modules from within the school, examples might include:: Health and Wellbeing End of Life care Children's Health and Wellbeing Disability: The Challenge of social Inclusion Understanding Dementia</p> <p>or exceptionally, in another school if this can be arranged – most likely area for these students might be from the school of Business and Creative Arts.</p>	Assessment methods used by the particular option module chosen.	Options

iii) LEVEL 6 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
NONE				

SECTION 6: STRATEGY, MARKET DEMAND AND ADMISSIONS (for all new programme proposals)

6.1 Academic Strategy

a)	<p><i>Give brief details of consultation with UEA Advisor to date (name, date(s) brief summary of discussion points)</i></p> <p>The UEA Advisor is aware of the proposed developments. A SW Stakeholder Conference was held in December at which the development was discussed and this was attended by a member of the UEA Social Work team. In addition, Professor June Thoburn, Emeritus Professor of Social Work, has been a supporter of these Awards since initial thoughts and has stated her wish to remain</p>
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	involved with our stakeholder group, and the development and delivery of the Award. Professor Thoburn's input is two-fold, not only as a social work advisor, but is also an employer representative, as she sits on the management committee of Break.
b)	<p><i>Does the programme contain any overlap of material with existing programmes at either CCN or UEA? If so, please give details, naming the School concerned, identifying the programme code and title, and summarising the outcome of prior consultations with that School(s) on the overlap issue.</i></p> <p>The proposed Awards attempt to follow closely the BA Applied Social Work at CCN, in order for progression to a top-up year to the full degree can be achieved. As the social work curriculum is becoming more prescribed, the Awards will need to closely mirror the full BA, however, this is positive, as it adequately provides for the learning required for assistant practitioners. The Awards should work well, in a complimentary way, to the BA Applied Social Work.</p> <p>The Awards have been designed by the BA Applied Social Work team, within the School of Health and Social Care, in order to dovetail. Consultation has occurred throughout the planning process with PM, HoS and Head of HE.</p> <p>The Awards are designed to progress within CCN. They would not be suitable to APEL into the UEA BA Social Work programme, however, the Diploma level may provide sufficient academic evidence for students who previously did not attain the entry requirements (240 UCAS points), to then apply for the full UEA BA Social Work should they choose. These discussions have yet to be held with UEA.</p>

6.2 Evidence of Market Demand

a)	<p><i>Are identical or similar programmes offered elsewhere in the UK? If so, give brief details (Award title and location) explain why you can be confident of demand to support this proposal.</i></p> <p>Foundation Degrees in social care, or health and social care subjects are offered by a great number of HEIs.</p> <p>From our research, we have not found a Certificate and Diploma award such as we are proposing.</p> <p>Foundation Degrees tend to follow a particular format, including substantial modules on work based learning. The foundation degree format would not articulate into our BA Applied Social Work programme easily, as the format would necessarily require us to exclude some of the modules we consider essential to equip the 'assistant practitioner' role with the knowledge and skills required in practice.</p> <p>The UEA offers a foundation degree, but it is not well supported by statutory employers, perhaps for these reasons. Norfolk County Council have been clear with</p>
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	<p>us that they wanted in effect, their practitioners to be able to do the BA Applied Social Work degree in 'stages', which a foundation degree cannot accommodate. The Awards we are proposing, however, will. NCC also agree the usefulness of having a 'step off' award, so that there can be a clear distinction between those who have successfully completed the full Degree, and those who have not been able to meet the standard for qualifying social work, but whose abilities as an assistant practitioner may be good. Being about to 'step off' the social work degree at an earlier stage would be a positive achievement for some students, rather than the negative experience of failing entirely.</p> <p>Finally, from an economic point of view, Norfolk County Council and other employers are very restricted in the numbers of students they can support through the BA Applied Social Work degree owing to the cost. They appreciate that it will make financial sense to support an assistant practitioner through a one year programme, then to consider whether they should proceed to the Diploma year, and then to the top-up year. This gives both students and employers more ability to plan financially and gives employers more options in their workforce development planning.</p>
b)	<p><i>What are the career/employment opportunities for students successfully completing the programme?</i></p> <p>The Awards will enable students to be better equipped for the 'assistant practitioner' role which they already undertake, or wish to undertake in the future. Employment opportunities for these roles are increasingly found in with range of health and social care providers in the statutory, private and voluntary sectors.</p>

6.3 Admissions

a)	<i>Admissions Criteria: give full details:</i>	
	<i>Minimum UCAS points</i>	
	<i>Normal offer UCAS points</i>	<i>120 points</i>
	<i>Level 3 qualifications acceptable (give any special terms or conditions)</i>	Level 3 Extended Diploma Health & Social Care – Merit or Distinction NVQ Level 3 or equivalent
	<i>GCSE English or equivalent mandatory?</i> <i>GCSE Maths or equivalent mandatory?</i>	YES YES
	<i>Must an applicant be employed to be considered for this programme? If so give details and minimum expectations</i>	No, it is expected that many will be, but applicants will not need to be employed at the time of application.
	<i>Mature student entrance criteria: details</i>	Demonstration of suitable knowledge or experience
	<i>Progression accords: Are holders of any qualifications guaranteed acceptance or are any other applicants given any kind of preferential consideration</i>	Applicants who have already achieved the Access to Health and Social Care award, or BTEC Health and Social Care through CCN should be given preferential consideration for the interview process.
b)	<i>Will applications be received via UCAS?:</i>	NO
c)	<i>If b) = YES give UCAS Code</i>	<i>: TBC when validated</i>

Please note:

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 each module can be found in the study module guide and programme handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Section 7: Technical Appendix

T1. RESOURCE REQUIREMENTS

Please identify all new resources required to operate the programme, additional to any released as a result of discontinuing the programme(s) identified in 1.c above, and provide an estimated cost. **Necessary resources not identified will be assumed to be available within the proposing and servicing centres and will not be provided centrally.**

<p>(a) Will additional resources be required from central college funds? Yes)</p> <p style="padding-left: 20px;">If YES, go to T1(b);</p>											
<p>(b) ACCOMMODATION AND SPACE: include general and specialist accommodation requirements and any refurbishment required.</p> <p>General classroom accommodation</p>											
<p>(b) EQUIPMENT: include all new expenditure and estimate cost.</p> <p>None</p>											
<p>(c) CONSUMABLES: estimate total annual cost of all consumables required, including photocopying</p> <p style="text-align: center;">ESTIMATED APPROXIMATELY £500</p>											
<p>(d) LIBRARY AND LEARNING SUPPORT MATERIALS: Identify Essential Start Up and Essential Annual maintenance expenditure on: books, journals, on-line services, other media</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%; padding: 2px;">ESSENTIAL START UP: ITEMS</td> <td style="width: 40%; padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;">BOOKS AND JOURNALS TO BE ADVISED</td> <td style="padding: 2px;">£500</td> </tr> <tr> <td style="padding: 2px;">ESSENTIAL ANNUAL MAINTENANCE ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;">NONE</td> <td style="padding: 2px;">£0</td> </tr> </table>		ESSENTIAL START UP: ITEMS	COST	BOOKS AND JOURNALS TO BE ADVISED	£500	ESSENTIAL ANNUAL MAINTENANCE ITEMS	COST	NONE	£0		
ESSENTIAL START UP: ITEMS	COST										
BOOKS AND JOURNALS TO BE ADVISED	£500										
ESSENTIAL ANNUAL MAINTENANCE ITEMS	COST										
NONE	£0										
<p>(e) IT REQUIREMENTS: identify additional requirements for:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%; padding: 2px;">HARDWARE: ITEMS</td> <td style="width: 40%; padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;">NONE REQUIRED</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">SOFTWARE: ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>		HARDWARE: ITEMS	COST	NONE REQUIRED		SOFTWARE: ITEMS	COST				
HARDWARE: ITEMS	COST										
NONE REQUIRED											
SOFTWARE: ITEMS	COST										

(f) TEACHING STAFF: ADDITIONAL STAFFING RESOURCE REQUIRED: ONE FULL TIME EQUIVALENT (DESIRABLE)
(g) TEACHING STAFF: STAFF DEVELOPMENT OR PROFESSIONAL UPDATING REQUIRED RECOMMENDED THAT TEACHING STAFF ARE PROFESSIONALLY REGISTERED AND MAINTAIN THAT REGISTRATION WITH REQUIRED CPD. THIS WILL BE PARTICULARLY IMPORTANT FOR THE LEVEL 5 MODULES AS IT IS THAT THIS AWARD WILL BE ABLE TO PROGRESS INTO AN EVENTUAL TIP-UP BA APPLIED SOCIAL WORK DEGREE.
(h) OTHER RESOURCE REQUIREMENTS not identified in (a) to (g): Staff time for the organisation and management of the 10 day placement in the Introduction to Placement module (Certificate level), and the Skills Training days across levels 4 and 5.

T2 Performance targets

T2a) Enrolment & In-year Retention Targets:

	Yr1	Ret %	Yr2	Ret%	Yr 3	Ret%
First year of operation	20	85	17	94%		
Subsequent years:						

In-Year Retention %: Students 'Live' at each Year end/Students enrolled during year x 100

T2b) Enrolment targets

Minimum viable annual intake (FTEs)

Maximum viable annual intake (FTEs)

T2c) Target Retention, Achievement and Success Rates

This is difficult to estimate at this stage because discussions would be needed with applicants to gauge how many planned to undertake the Cert only and how many planned to complete the Diploma

	Started Programme* (a)	'Live' at end of completion Year (b)	N°. Achieving Award (c)	Overall retention % (X)	Achievement rate (Y)	Success rate % (Z)
First year of operation :						
Subsequent years:						

*Started programme = those who originally enrolled in year 1 + transfers in and later starts

Overall Retention 'x' = $b / (a - \text{transfers out}) \times 100$

Achievement Rate 'Y' = $c / b \times 100$

Success Rate 'Z' = $c / (a - \text{transfers out}) \times 100$

T3 Fees and Resources

T3a) Tuition Fees

Please specify whether the income to be generated by the programme is to be from:

i)	<i>tuition fees plus any HEFCE recurrent grant for teaching that the student numbers may generate?</i>
ii)	<i>some other source</i>

T3b) New Modules

Does the programme require the validation of new modules (i.e. modules which are not listed on the current CCN module catalogue)?	YES
---	-----

If YES, please list the titles, level and credit value of the proposed **new modules**:

T3c) Modules to be validated and added to the CCN module Catalogue:

Module Title	Level (4,5,6,or 7)	Credit value
Introduction to Practice	4	30
Ethics, Values and Professional Boundaries	4	20
Independent Study module	5	10
Communication, Interviewing and Group Work Skills	4	20

T3d) Student Support Services

Please give detail of other resources and support services to be provided for students on this programme. E.g.:

i) Financial support, advice and guidance	Via Information Store and Learning Support
ii) Teaching accommodation	For staff member, within current BA Applied Social Work team office For Students: general classroom space and use of HE Zone
iii) Careers	Available through IAG team
iv) Counselling	Available through student self-referral via advice shop
v) Mentoring	On-site supervisors required for the 10 day introduction to Practice placement./
vi)	
vii)	

T4 REGULATORY FRAMEWORK FOR PROGRAMMES

T4a) Board of Examiners

i)	Is a new Board of Examiners to be responsible for the programme(s)/programme No
ii)	If NO, please specify which Board of Examiners will be responsible for the programme(s)/programme:

iii)	Is (are) any additional external examiner(s) required? Yes
iv)	<p>If iii) = YES, how many? 1 – to be shared between FdA Mental Health and FdA Dementia Care</p> <p>Have they been:</p> <p>Identified No</p> <p>Approved No</p> <p>Appointed No</p>

SECTION 8: SIGNATURE SHEET

*Please ensure that all Sections completed before submission to HE Office.
HE Office will check the document for accuracy and sufficiency before presentation to CCN VARC and then to the UEA Partnerships Office.*

1) Date of approval of programme specification by CCN Internal Scrutiny Group

Date	Name: Signed for ISG:
------	------------------------------

2) Joint Board of Study approval:

Date	Name: Signed for JBoS:
------	-------------------------------

For CCN:

3) Signature of Principal or Deputy Principal Academic Affairs:

Date	Name: Signed:
------	----------------------

4) Chair of VARC:

Date	Name: Signed:
------	----------------------

After signatures in 1 -4 have been obtained, please forward this form to the Partnerships Office.

5) UEA Learning and Teaching Committee Approval:

Date	Name: Signed:
------	----------------------

APPENDIX 2

**Learning and Teaching Committee
PROGRAMME APPROVAL APPLICATION AND OUTLINE
PROGRAMME SPECIFICATION
FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA:
VALIDATED PROVISION at CITY COLLEGE NORWICH**

This is a proposal for

A new programme (not replacing existing provision)	/
A new programme replacing existing provision	<input type="checkbox"/>
A significant modification to an existing programme	<input type="checkbox"/>
The revalidation of an existing programme	<input type="checkbox"/>

Note that Sections 1-6 are designed to comply with the QAA guidelines for the preparation of Programme Specifications.

PROPOSED START DATE : September 2012

SECTION 1: PROPOSING SCHOOL AND PROGRAMME DETAILS

- (a) Proposing School:
- (b) Proposed programme Award and Title (including all named Pathways)
- (c) Awarding Body
- (d) Teaching institution
- (e) Additional details

FOR TAUGHT PROGRAMMES REQUIRING ATTENDANCE					FOR ONLINE OR DISTANCE LEARNING			
TOTAL CREDIT VOLUME FOR WHOLE AWARD	FHEQ LEVEL OF FINAL AWARD	MODE(S) OF STUDY	PLANNED DURATION OF PROGRAMME (YEARS)	PLANNED DELIVERY PATTERN (WEEKS PER SEMESTER)	PLANNED DELIVERY HOURS PER WEEK	BRIEF DETAILS OF CONTACT/SUPPORT FOR STUDENTS	LANGUAGE OF INSTRUCTION (IF NOT ENGLISH)	UCAS CODE
360	6	FT	1	15	8	Classroom based		TBC

(f) Will the proposed programme replace an existing programme or programmes? No

If YES , please state title(s) and programme code(s) of replaced programme(s):	
---	--

(g) Exit Awards below final award? NO

If YES, please specify:	
-------------------------	--

(h) Does the programme include **Work Based Learning/Skills for Work modules** (i.e. as incorporated in Foundation degrees) NO and/or:
Compulsory placement(s) or work-based practice NO

If yes please give details	
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(i) Will the proposed programme be operated in partnership with any other organisation?

If **YES**,: NO

(i) Give the name of the partner:	n/a
(ii) Briefly describe the nature of the collaborative arrangement/partnership:	n/a

SECTION 2: RATIONALE FOR AND AIMS OF THE PROGRAMME

2.1) Rationale

(Justify the proposal in terms of its strategic fit with School /college development plans, the College Strategy for the Development of Higher Education, regional and national priorities for addressing knowledge and skills shortages and/ or the specific needs of employers and or potential students. Pay particular attention to the provision of progression opportunities and any articulation agreements or progression accords that this proposal will underpin).

The rationale for the development of the top up year from the FDA Public Services to BA (hons) Leadership in Public Services is based upon the desire to build upon existing academic provision in the area of public services to allow for greater student progression and to further meet a growing demand within the local community. The course is structured to meet the needs of individuals who are interested in developing these skills to a higher academic level than the FdA and for those who wish to progress to a full a BA (hons). The modules on the course have been carefully selected to provide a good base in leadership skills as well as maintaining the focus of pertinent issues in the Public Services for individual students through the 40credit dissertation project.

Offering and running the degree will help to further our collaborative with many Public Service organisations. It will provide students who want to work in the Public Sector, an opportunity to further their skills through achieving a vocationally specific, BA (Hons).

The focus is on Leadership due to the requirement of leadership skills throughout the Public Services and related employment opportunities. At this level of learning, students will be required to demonstrate that they are able to be disciplined for themselves and to work with, build and lead others in a range of contexts. The potential employment opportunities for students graduating from this programme are leadership roles within the associated armed services and other public service institutions and so this programme holds the emphasis on Leadership in order to equip students for their chosen career paths.

Students on the current FdA Public Services course (in their first and second year) have been consulted regarding this top up programme and it is from requests from these and previous graduates that the course was first conceived. Consultation has focussed on what their career plans are and how we can best support them to achieve these goals through HE.

2.2) Aims

(Explain the purpose of the award in terms of the overarching educational and skills development a successful student will achieve, the vocational and or further personal professional development opportunities that may follow and the audience for whom the programme is intended).

This top up programme in Public Services is being developed in response to employer demand and the need to deliver both lifelong learning capacity and employability opportunities to learners. Providing students with the combination of both the academic skills and occupational competencies required for effective performance in the world of public service work and enabling students to have formal instruction in Leadership at this level, will equip them with skills essential for any employment in the wider public services. As laid out in the Foundation Degree Benchmark Statement (QAA), the defining characteristics of a Foundation Degree are to provide a combination of technical skills, academic knowledge, generic skills and employability skills. These skills will be developed to higher level of understanding by undertaking the modules within the top up to BA (Hons).

SECTION 3: POINTS OF REFERENCE

3.1) Relevant QAA Subject Benchmarking Statements

Subject Benchmark reference	Coverage in programme:
No specific QAA Subject Benchmarks to Public Services, Leadership or Conflict Studies	

3.2) Relevant National Occupational Standards

NOS	Coverage in programme:
<ul style="list-style-type: none">• Support individuals to communicate using interpretation and translation services• Ensure your own actions reduce risks to health and safety• Protect yourself from the risk of violence at work• Conduct an assessment of risk in the workplace• Promote equality and value diversity• Develop a culture and systems that promote equality and value diversity• Communicate effectively with people• Contribute to the quality of team working• Develop and sustain effective working with staff from other agencies• Develop, sustain and evaluate joint work between agencies.• Maintain and develop your own knowledge, skills and competence• Promote a health and safety culture within the workplace	The NOS as outlined are covered in the programme through the emphasis made in the portfolios created within each of the 30cr. modules allowing students to approach their studies in a way that is relevant to their long term career aims. The delivery of the modules will hold with them the NOS in mind and will be covered in this way also.

3.3) Sector Skills Council consultation/involvement

Sector Skills Council	Details of consultation/application of Framework:
Skills for Justice	NOS as detailed above

3.4) Accreditation endorsement or consultation by/with Professional Statutory or Regulatory Bodies

PSRB	Details of accreditation endorsement or consultation:
n/a	n/a

3.5) Employer engagement in design, development, delivery, assessment

Employer(s)	Details of consultation/engagement:
Royal Air Force Careers Office Major Robinson - Army Simon Bailey – Deputy Chief Constable, Norfolk Constabulary Duncan Palmer – Special Constable Unit Roger Dunridge – ex Metropolitan Police Terrorism Dept. Bill Goreham – ex Detective Superintendent Andy Salmon – ex commandant General Royal Marines	Further consultation to be arranged with the employers identified in order to gain written support for the intended content of the top up. Initial contact with employers has been positive and they have provided verbal support for the programme’s aims. Further engagement will enable written statements of support for how the content is appropriate to the employment opportunities for graduating students and will ensure that the content matches their aims for this.

3.6) Programme Manager

Name	Email	Telephone
Rebecca Perry	rebecca.perry@ccn.ac.uk	01603 773214

SECTION 4: Development of Graduate Skills (Please see guidance notes)

4.1 Graduate Skills

Use this section to explain how the programme will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key transferable skills:

Students will develop knowledge and understanding in/of:	This will be facilitated/supported by:
Students will develop Key and Transferable Skills: Independent thought Critical thinking Team work Leadership Problem solving Communication	By: Completion of the modules from the BA (Hons) Leadership and Management will enable students to develop and build on skills identified. In addition, undertaking the dissertation project will enable students to further these skills through independent research supervised by an academic member of

<p>Presentation Time management Flexibility Innovation Project management</p>	<p>staff with appropriate vocational skills / experience. The new module developed for this programme will also develop these skills in its undertaking.</p>
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SECTION 5: Programme structures and Modules (Units). Intended Learning Outcomes, Credit Volumes and Award requirements.

a) Introductory statement

A general statement about programme structure, including special features such as work placement opportunities or requirements, field trips or residential etc:

The top up from the FdA Public Services will not include any residential trips although the choice of modules in this programme will build on the leadership and teamwork skills developed in the FdA and on the residential to Glenmore Lodge included. The assessment is heavily biased towards the development of skills portfolios and research through the dissertation project in order to allow students studying to level 6 to choose their areas of interest within the Public Services. The programme is designed to progress students further in the required skills for careers in Public Services and for students to consider their own requirements based on their aspirations. 2 modules off the BA (Hons) Leadership and Management have been chosen for inclusion due to their content which lends itself to the aims of this top up programme.

b) Student learning experience

Describe the arrangements for learning and teaching in terms of hours required each week of a “typical” student according to each proposed mode of study. This should include class contact time, tutorial time and assessment time and give an indication of personal study time. If blended learning then specify the nature of the mix of methods to be used and the commitment in time to each:

Three of the four modules on this programme will be delivered through class contact time – 24 hours per 10 credits. The dissertation project will hold 9 hours supervision per student as well as 20 hours class contact time and in addition, there will be 3 hours per student for tutorial time. This is a total of approx. 15 hours per week (14.93).

There will be an expectation of students to undertake personal study time, equating to 370 hours for the dissertation, 200 hours each for Leadership and Management and Building Skills in Others, and 125 hours for Conflict Studies which is approx. 30 hours personal study time over 30 weeks.

c)

Insert Structure Diagrams for each variant of the award.

After achievement of the FdA Public Services...

Semester 1

Leadership and Management – 30cr.

Contemporary Issues in Public Services – 20cr.

Semester 2

Building Skills in Others – 30cr.

The Dissertation project will run throughout the programme, across both semesters with class contact and supervision sessions.

(Structure diagrams may, alternatively, be attached as Appendices, with a note here to that effect)

d) Applicable regulations for awards and Classifications

This programme will operate without exception under the regulations for classification, assessment and quality assurance as set down in the currently approved version of the Norfolk Regulatory Framework.

e) Module details: List all modules to be offered within the programme

Note re Status: A module may be Compulsory (C), Designated (D) or Optional (O) (refer to NRF 1.4.1 for guidance)

i) LEVEL 4 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
n/a				

ii) LEVEL 5 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
n/a				

iii) LEVEL 6 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
Leadership and Management	30	The module will enable learners to develop a range of personal and professional skills ('how too') associated with the development of leadership and management strategies to facilitate organisational development and change and compete for resources.	Personal Development Portfolio Exam	Validated on BA(hons) Leadership and Management
Building Skills in Others	30	Students will consider and be involved in	Evidence Based Portfolio	Validated on BA(hons)

		<p>organisation building though developing skills of those in work place. The module is about problem understanding and solution seeking within individual, group, and organisational situations and projects. These activities in turn lead to blending the work place with the students own graduate learning (i.e. management, social networking, coaching and mentoring techniques) – further linking theory and practice to the idea of 'learning how to do...'. </p>	Exam	Leadership and Management
Contemporary Issues in Public Services	20	<p>This module aims to develop students' understanding of contemporary issues including conflict management within the public services environment. To achieve this aim, a range of analytical, problem-solving, reflective, communication, collaborative, strategic, innovative, and entrepreneurial approaches will be covered.</p> <p>This module assists in the development of skills required to manage conflict both in a work environment and in a working situation in future employment. Furthermore, using applied learning and continuous professional development approaches, the module requires the student to reflect critically on theory and practice in the work place.</p> <p>In summation the module will enable learners to develop a range of personal and professional skills ('how</p>	<p>2000 word Assignment</p> <p>Presentation</p>	To be validated

		too') associated with the development of conflict management and management strategies to facilitate organisational development and change and compete for resources. This will build on the skills learned at levels 4 and 5 through completion of the FdA Public Services		
Dissertation Project	40	This module is intended to allow participants to research, on an individual basis, some agreed aspect of professional practice or to explore some in-depth theoretical aspects of Public Services. This research can be in the form of a practical or theoretic exercise. The dissertation will provide the opportunity to reflect on work previously undertaken on the modules of the degree, whether this is in the form of classroom or individual learning. The module is designed to assess the student's ability to synthesise knowledge from a range of modules, critically evaluate evidence, and using that evidence discuss ideas and theories.	12000 word dissertation	Validated on BA (Hons) Early Childhood Studies

SECTION 6: STRATEGY, MARKET DEMAND AND ADMISSIONS
(for all new programme proposals)

6.1 Academic Strategy

a)	<p><i>Give brief details of consultation with UEA Advisor to date (name, date(s) brief summary of discussion points)</i></p> <p>Jane Blowers – UEA Advisor Meeting held on 14th February 2012 to discuss in depth proposals resulted in support and preceding preliminary discussions have been positive. This document has been shared with her.</p>
b)	<p><i>Does the programme contain any overlap of material with existing programmes at either CCN or UEA? If so, please give details, naming the School concerned, identifying the programme code and title, and summarising the outcome of prior consultations with that School(s) on the overlap issue.</i></p> <p>60 credits (2 modules) are validated for the BA(hons) Leadership and Management at CCN within the School of Creative and Business Industries. Leadership and Management – 30 credits Building Skills in Others – 30 credits</p> <p>Consultation with Lawrence Britt, Curriculum Programme Manager, from initial discussion of development for this top up. During discussion of the programme aims, it was suggested that these modules would be appropriate as they stand.</p>

6.2 Evidence of Market Demand

a)	<p><i>Are identical or similar programmes offered elsewhere in the UK? If so, give brief details (Award title and location) explain why you can be confident of demand to support this proposal.</i></p> <p>Anglia Ruskin University – BA (Hons) Public Service (top up) University of Central Lancashire – BA (Hons) Public Services (top up) Farnborough College of Technology – BA (Hons) Public Services (top up) Plymouth University – BA (Hons) Public Services Swansea Metropolitan University - BA(hons) Public Services University of Wolverhampton – BSc (Hons) Armed Forces, BA (Hons) Public Services (top up)</p> <p>Confidence in demand is from current and graduating students from the FdA Public Services programme. Many students progress to other BA programmes at other institutions across the UK or locally. All of these students have expressed a preference to complete a top up within CCN in Public Services as will be offered with validation of this programme. The list above is all of the institutions in the UK offering a comparable programme but the list of FdA Public Services programmes is much more extensive. Graduating students from other programmes</p>
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	may also be eligible to complete this top up.
b)	<i>What are the career/employment opportunities for students successfully completing the programme?</i> Careers in the Armed Forces, Uniformed Public Services, other Public Services and management opportunities.

6.3 Admissions

a)	<i>Admissions Criteria: give full details:</i>	
	<i>Minimum UCAS points</i>	<i>n/a</i>
	<i>Normal offer UCAS points</i>	
	<i>Level 3 qualifications acceptable (give any special terms or conditions)</i>	<i>none</i>
	<i>GCSE English or equivalent mandatory?</i>	<i>NO</i>
	<i>GCSE Maths or equivalent mandatory?</i>	<i>NO</i>
	<i>Must an applicant be employed to be considered for this programme? If so give details and minimum expectations</i>	<i>NO</i>
	<i>Mature student entrance criteria: details</i>	
	<i>Progression accords: Are holders of any qualifications guaranteed acceptance or are any other applicants given any kind of preferential consideration</i>	<i>FdA Public Services at CCN or equivalent Foundation Degree from an alternative institution</i>
b)	<i>Will applications be received via UCAS?:</i>	<i>NO</i>
c)	<i>If b) = YES give UCAS Code</i>	<i>: tbc</i>

Please note:

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 each module can be found in the study module guide and programme handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Section 7: Technical Appendix

T1. RESOURCE REQUIREMENTS

Please identify all new resources required to operate the programme, additional to any released as a result of discontinuing the programme(s) identified in 1.c above, and provide an estimated cost. **Necessary resources not identified will be assumed to be available within the proposing and servicing centres and will not be provided centrally.**

<p>(a) Will additional resources be required from central college funds? Yes (Delete one)</p> <p style="text-align: center;">If YES, go to T1(b); if NO, go to T2.</p>									
<p>(b) ACCOMMODATION AND SPACE: include general and specialist accommodation requirements and any refurbishment required.</p> <p>n/a</p>									
<p>(b) EQUIPMENT: include all new expenditure and estimate cost.</p> <p>n/a</p>									
<p>(c) CONSUMABLES: estimate total annual cost of all consumables required, including photocopying</p>									
<p>(d) LIBRARY AND LEARNING SUPPORT MATERIALS: Identify Essential Start Up and Essential Annual maintenance expenditure on: books, journals, on-line services, other media</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 2px;">ESSENTIAL START UP: ITEMS</td> <td style="width: 50%; padding: 2px;">COST £2000</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">COPIES OF READING MATERIALS OFF READING LISTS FOR MODULES TO BE BOUGHT INTO CCN INFORMATION STORE</td> </tr> <tr> <td style="padding: 2px;">ESSENTIAL ANNUAL MAINTENANCE ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>		ESSENTIAL START UP: ITEMS	COST £2000		COPIES OF READING MATERIALS OFF READING LISTS FOR MODULES TO BE BOUGHT INTO CCN INFORMATION STORE	ESSENTIAL ANNUAL MAINTENANCE ITEMS	COST		
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HARDWARE: ITEMS	COST								
SOFTWARE: ITEMS	COST								
<p>(F) TEACHING STAFF: ADDITIONAL STAFFING RESOURCE REQUIRED: DESIRABLE - ACADEMICALLY AND VOCATIONALLY RELEVANT 0.8 FTE – TO BE APPROVED IN HCS BUDGET</p>									
<p>(g) TEACHING STAFF: STAFF DEVELOPMENT OR PROFESSIONAL UPDATING REQUIRED</p>									

(h) OTHER RESOURCE REQUIREMENTS not identified in (a) to (g):

T2 Performance targets

T2a) Enrolment & In-year Retention Targets:

	Yr1	Ret %	Yr2	Ret%	Yr 3	Ret%
First year of operation	15	93%				
Subsequent years:	15	93%				

In-Year Retention %: Students 'Live' at each Year end/Students enrolled during year x 100

T2b) Enrolment targets

Minimum viable annual intake (FTEs)

Maximum viable annual intake (FTEs)

T2c) Target Retention, Achievement and Success Rates

	Started Programme* (a)	'Live' at end of completion Year (b)	N°. Achieving Award (c)	Overall retention % (X)	Achievement rate (Y)	Success rate % (Z)
First year of operation :	15	14	14	93%	100%	93%
Subsequent years:	15	14	14	93%	100%	93%

*Started programme = those who originally enrolled in year 1 + transfers in and later starts

Overall Retention 'x' = $b / (a - \text{transfers out}) \times 100$

Achievement Rate 'Y' = $c / b \times 100$

Success Rate 'Z' = $c / (a - \text{transfers out}) \times 100$

T3 Fees and Resources

T3a) Tuition Fees

Please specify whether the income to be generated by the programme is to be from:

i)	<i>tuition fees plus any HEFCE recurrent grant for teaching that the student numbers may generate? Yes</i>
ii)	<i>some other source</i>

T3b) New Modules

Does the programme require the validation of new modules (i.e. modules which are not listed on the current CCN module catalogue)?	YES
---	-----

If YES, please list the titles, level and credit value of the proposed **new modules**:

T3c) Modules to be validated and added to the CCN module Catalogue:

Module Title	Level (0, 1, 2, 3 or M)	Credit value
Contemporary Issues in Public Services	3 (6)	20

T3d) Student Support Services

Please give detail of other resources and support services to be provided for students on this programme. E.g.:

i) Financial support, advice and guidance	As CCN Support Services
ii) Teaching accommodation	
iii) Careers	
iv) Counselling	
v) Mentoring	
vi)	
vii)	

T4 REGULATORY FRAMEWORK FOR PROGRAMMES

T4a) Board of Examiners

i)	Is a new Board of Examiners to be responsible for the programme(s)/programme No
ii)	If NO, please specify which Board of Examiners will be responsible for the programme(s)/programme: CCN / UEA Module Assessment Board
iii)	Is (are) any additional external examiner(s) required? No
iv)	If iii) = YES, how many? Have they been: Identified Approved Appointed

SECTION 8: SIGNATURE SHEET

*Please ensure that all Sections completed before submission to HEOFFICE.
HEOFFICE will check the document for accuracy and sufficiency before presentation to
CCN VARC and then to the UEA Partnerships Office.*

1) Date of approval of programme specification by CCN Internal Scrutiny Group

Date	Name: Signed for ISG:
------	------------------------------

2) Joint Board of Study approval:

Date	Name: Signed for JBoS:
------	-------------------------------

For CCN:

3) Signature of Principal or Deputy Principal:

Date	Name: Signed:
------	----------------------

4) Chair of VARC:

Date	Name: Signed:
------	----------------------

After signatures in 1 -4 have been obtained, please forward this form to the Partnerships Office.

5) UEA Learning and Teaching Committee Approval:

Date	Name: Signed:
------	----------------------

APPENDIX 3

**Learning and Teaching Committee
PROGRAMME APPROVAL APPLICATION AND OUTLINE
PROGRAMME SPECIFICATION
FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA:
VALIDATED PROVISION at CITY COLLEGE NORWICH**

This is a proposal for

A new programme (not replacing existing provision)	/
A new programme replacing existing provision	<input type="checkbox"/>
A significant modification to an existing programme	<input type="checkbox"/>
The revalidation of an existing programme	<input type="checkbox"/>

Note that Sections 1-6 are designed to comply with the QAA guidelines for the preparation of Programme Specifications.

PROPOSED START DATE : September 2012

SECTION 1: PROPOSING SCHOOL AND PROGRAMME DETAILS

(a) Proposing School:

(b) Proposed programme Award and Title (including all named Pathways)

(c) Awarding Body

(d) Teaching institution

(e) Additional details

FOR TAUGHT PROGRAMMES REQUIRING ATTENDANCE					FOR ONLINE OR DISTANCE LEARNING			
TOTAL CREDIT VOLUME FOR WHOLE AWARD	FHEQ LEVEL OF FINAL AWARD	MODE(S) OF STUDY	PLANNED DURATION OF PROGRAMME (YEARS)	PLANNED DELIVERY PATTERN (WEEKS PER SEMESTER)	PLANNED DELIVERY HOURS PER WEEK	BRIEF DETAILS OF CONTACT/ SUPPORT FOR STUDENTS	LANGUAGE OF INSTRUCTION (IF NOT ENGLISH)	UCAS CODE
240	5	FT	2	15	8	Classroom		TBC

(f) Will the proposed programme replace an existing programme or programmes? NO (DELETE ONE)

If YES, please state title(s) and programme code(s) of replaced programme(s):	
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(g) Exit Awards below final award? NO

If YES, please specify:	
-------------------------	--

(h) Does the programme include **Work Based Learning/Skills for Work modules** (i.e. as incorporated in Foundation degrees) YES / and/or:
Compulsory placement(s) or work-based practice YES /

If yes please give details	Students will need to complete skills for work modules 1 and 2 and 700 hours placement over the 2 years.
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(i) Will the proposed programme be operated in partnership with any other organisation?

If YES,: No

(i) Give the name of the partner:	
(ii) Briefly describe the nature of the collaborative arrangement/partnership:	

SECTION 2: RATIONALE FOR AND AIMS OF THE PROGRAMME

2.1) Rationale

(Justify the proposal in terms of its strategic fit with School /college development plans, the College Strategy for the Development of Higher Education, regional and national priorities for addressing knowledge and skills shortages and/ or the specific needs of employers and or potential students. Pay particular attention to the provision of progression opportunities and any articulation agreements or progression accords that this proposal will underpin).

There are over 23,000 people in Norfolk and Suffolk living with some form of dementia and the number is expected to reach nearly 35,000 by the end of the decade. This programme is to be developed in line with the National Dementia Strategy which is based on the core principle of shifting as much of the service previously provided to people with dementia in acute hospital and residential care settings to primary care and the service users own home through personal assistance. The Department of Health (2010) carried out a gap analysis of existing provision in 2010 and concluded that the principal gaps in the dementia accreditation framework are at levels 1, 3, 4 and 5.

The course is designed for and the expected market will be, health/care practitioners working in settings that provide dementia care and those looking to move into that area. The course will enhance professional practice so raising the care standards for dementia services. It will enable workers to support the individual needs of adults with dementia and their carers. The qualification will deliver learning that will enable the sector to recruit and retain a skilled and qualified workforce and will also support employers in meeting the needs of those using social care and help to ensure a high quality professional and appropriate service.

Living well with dementia - a National Dementia Strategy' (2009) supported by Skills for Health outlines the priorities for improving dementia services in England, focusing on achieving better awareness of dementia, early diagnosis and high quality treatment for every person in every setting. The programme will therefore address these areas.

The overarching goal is to prepare graduates of the programme for enhanced opportunities within their present employment and for future roles in the workplace either with an established employer or in a venture of their own (personal assistance). The programme recognises that the needs of employers vary. To this end the programme will offer a mix of knowledge and skills – as illustrated in the course modules.

The programme will also accommodate the diverse needs of learners, providing opportunities for personal growth and investigation (e.g. Work Experience Module). The programme aims therefore will be adaptable to individual interests, stimulating and challenging to students.

At the heart of the programme is the development of skills and reconciling them to the dementia care work-related environment offering an increased relevance to understanding. As a consequence, students will continue to develop their ability to problem solve, communicate, to make decisions, and to collaborate, as potential practitioners of the future.

In essence, the programme will help to prepare students both for the workplace and for their own lifelong development. This will be achieved by offering a programme of study which is

distinctive, demanding and stimulating.

CCN is committed to the provision of Foundation Degrees as an essential element of its curriculum. The provision of HE enables CCN to fulfil its mission to provide progression opportunities at all levels for the local community.

The College sees itself as having particular strengths relating to its strategic objectives, notably the opportunities for progression arising from the breadth and depth of the curriculum and its geographical location in the heart of Norwich. This strategic objective is consistent with current Government policies which accord high priority to the enhancement of the workforce and their target to engage, in HE, 50% of the population aged under 30.

This course maps to national and regional skills needs for vocationally specific Higher Education as highlighted in the Government's Skills Strategy

2.2) Aims

(Explain the purpose of the award in terms of the overarching educational and skills development a successful student will achieve, the vocational and or further personal professional development opportunities that may follow and the audience for whom the programme is intended).

The aim of the Foundation Degree will be to prepare students for direct work with people in the social care sector.

The Degree will align the learning to the Common Core Principles for Supporting People with Dementia developed in 2011 and supported by Skills for Health, Skills for Care and the Department for Health in the following core areas:

Professionalism

Values and Ethics

Diversity

Knowledge

Critical Reflection and Analysis

Intervention and Skills

Context and Organisation

The delivered curriculum will be a combination of vocationally specific modules; work based learning modules and academic skills development modules. These will also be linked to the Norfolk and Suffolk Dementia Alliance Competence Framework and will include:

Dementia Awareness

Person Centred care

Communication and Relationships in Dementia Care

Partnership and leadership working with carers and other agencies

Legal and ethical issues in dementia care

Service improvement: evidence-based practice

Students will also be expected to complete work experience in the sector and demonstrate the skills set out in the Competency Framework.

Progression opportunities for successful graduates will include the BSc (Hons) Nursing at UEA, BA (Hons) Leadership and Management and BA Professional Studies. Successful FD graduates may proceed to the UEA BA (Hons) Professional Studies. The team will present the programme to the UEA BSc (Hons) Nursing and the CCN/UEA BA (Hons) Leadership and Management for a full articulation agreement.

SECTION 3: POINTS OF REFERENCE

3.1) Relevant QAA Subject Benchmarking Statements

Subject Benchmark reference	Coverage in programme:
Subject benchmark statements: Health care programmes	
A Expectations of the health professional in providing patient/client services A1 Professional autonomy and accountability	Legal and Ethical issues in dementia care
A2 Professional relationships	Partnership and leadership working with carers and other agencies
A3 Personal and professional skills	HLS, AHLRS, Work based learning modules.
B The application of practice in securing, maintaining or improving health and well-being	
B1 Identification and assessment of health and social care needs	Person Centred care
B2 Formulation of plans and strategies for meeting health and social care needs	Service improvement: evidence-based practice
B3 Practice	AHLRS, Skills for work 1 & 2
C Knowledge, understanding and skills that underpin the education and training of health care professionals	
C1 Knowledge and understanding	Throughout programme
C2 Skills	Throughout programme

3.2) Relevant National Occupational Standards

NOS	Coverage in programme:
<p>National Occupational Standards for Health and Social Care at Level 4:</p> <p>HSC41 Use and develop methods and systems to communicate, record and report</p> <p>HSC42 Contribute to the development and maintenance of healthy and safe practices in the working environment</p> <p>HSC43 Take responsibility for the continuing professional development of self and others</p> <p>HSC44 Develop practice which promotes the involvement, well-being and protection of children and young people (Children and Young People)</p> <p>HSC45 Develop practices which promote choice, well-being and protection of all individuals</p> <p>HSC46 Independently represent and advocate with, and on behalf of, children and young people</p> <p>HSC47 Help parents and carers to acquire and use skills to protect and take care of children and young people</p> <p>HSC48 (LMC A1) Manage and develop yourself and your workforce within care services</p> <p>HSC49 LMCB8 Lead and manage provision of care services that promotes positive behaviour</p> <p>HSC410 Advocate with, and on behalf of, individuals, families, carers, groups and communities</p> <p>HSC411 LMCB2 Lead and manage provision of care services that promotes the well being of people</p> <p>HSC412 LMCB3 Manage provision of care services that deals effectively with transitions and significant life events</p> <p>HSC413 Manage requests for health, social or other care services</p> <p>HSC414 Assess individual needs and preferences</p> <p>HSC415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences</p> <p>HSC416 Develop, implement and review care or support plans with individuals</p> <p>HSC417 Assess individuals mental health and related needs</p> <p>HSC418 MH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs</p> <p>HSC419 Provide advice and information to those who enquire about mental health needs and related services</p> <p>HSC420 Promote leisure opportunities and activities for individuals</p> <p>HSC421 Promote employment, training and education opportunities for individuals</p> <p>HSC422 Promote housing opportunities for individuals</p> <p>HSC423 Assist individuals at formal hearings</p> <p>HSC424 Supervise methadone consumption</p> <p>HSC425 Support people who are providing homes for individuals and/or children and young people</p> <p>HSC426 Empower families, carers and others to support individuals</p> <p>HSC427 Assess the needs of carers and families</p> <p>HSC428 Develop, implement and review programmes of support for carers and families</p> <p>HSC429 Work with groups to promote individual growth, development and independence</p> <p>HSC430 Support the protection of individuals, key people and others</p> <p>HSC431 Support individuals where abuse has been disclosed</p> <p>HSC432 Enable families to address issues with individuals' behaviour</p> <p>HSC433 Develop joint working agreements and practices and review their effectiveness</p>	

<p>HSC434 Maintain and manage records and reports</p> <p>HSC436 LMC A1 Manage and develop yourself and your workforce within care services</p> <p>HSC437 Promote your organisation and its services to stakeholders</p> <p>HSC438 Develop and disseminate information and advice about health and social well-being</p> <p>HSC439 Contribute to the development of organisational policy and practice</p> <p>HSC440 Ensure compliance with legal, regulatory, ethical and social requirements</p> <p>HSC441 Invite tender and award contracts</p> <p>HSC442 Monitor and evaluate the quality, outcomes and cost-effectiveness of health, social or other care services (Level 4)</p> <p>HSC443 Procure services for individuals</p> <p>HSC444 LMCA3 Actively engage in the safe selection and recruitment of workers and their retention in care services</p> <p>HSC445 Recruit and place volunteers</p> <p>HSC446 Manage a dispersed workforce to meet the needs and preferences of individuals at home</p> <p>HSC447 Represent the agency in courts and formal hearings</p> <p>HSC448 Provide and obtain information at courts and formal hearings</p> <p>HSC449 Represent one's own agency at other agencies' meetings</p> <p>HSC450 Develop risk management plans to support individual's independence and daily living within their home</p> <p>HSC451 Lead teams to support a quality provision</p> <p>HSC452 Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals</p>	
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3.3) Sector Skills Council consultation/involvement

Sector Skills Council	Details of consultation/application of Framework:
Skills for Health	Employer involvement in the development of this Foundation Degree has included support and engagement with SfH. Tim Lund, the Regional rep has been in attendance at County Workforce groups and other forums in which this has been discussed and he has expressed his support for it.

3.4) Accreditation endorsement or consultation by/with Professional Statutory or Regulatory Bodies

PSRB	Details of accreditation endorsement or consultation:
N/A	

3.5) Employer engagement in design, development, delivery, assessment

Employer(s)	Details of consultation/engagement:
HIEC	Throughout the academic year 1011, The Head of School discussed the possibility and requirements for this programme at the HIEC meetings and was approached by Willy Cruickshank, Director of Norfolk and Suffolk Health Innovation & Education Cluster, and Dotty Kennelly, to discuss further the possibility of developing a Foundation Degree specific to this field. Minutes of related meetings attended by the HoS where this programme and the requirements were discussed. Following these preliminary discussions, a set of specific meetings was arranged to discuss the development of the FdA Dementia Studies which began before the end of the summer term in 2010/11. At these meetings, the specific requirements for the programme and the content of the modules have been discussed and agreed along with assessment methodology and how these relate to the competencies required for Practitioners within Dementia Care at this level.

3.6) Programme Manager

Name	Email	Telephone
Rebecca Perry	rebecca.perry@ccn.ac.uk	01603 773214

SECTION 4: Development of Graduate Skills (Please see guidance notes)

4.1 Graduate Skills

Use this section to explain how the programme will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key transferable skills:

Students will develop knowledge and understanding in/of:	This will be facilitated/supported by:
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<p>A range of knowledge, skills and professional values applicable to working directly with people with dementia, their carers and other professionals</p>	<p>Class teaching, tutorials, independent study, guided study, , some teaching input from professional practitioners and employers, and placement in a social care organisation.</p>
<p>Students will develop Key and Transferable Skills:</p> <ul style="list-style-type: none"> Independent thought Critical thinking Team work Leadership Problem solving Communication Presentation Time management Flexibility Innovation Project management 	<p>By:</p> <ul style="list-style-type: none"> Lecture Demonstration Group work Presentations Research Assessment Projects Presentations Reflective accounts Assignments

SECTION 5: Programme structures and Modules (Units). Intended Learning Outcomes, Credit Volumes and Award requirements.

a) Introductory statement

A general statement about programme structure, including special features such as work placement opportunities or requirements, field trips or residentials etc:

The programme will run over 2 years with students attending one day per week (9.00am-6.00pm). It is anticipated that the majority of students will be in the care environment and therefore attendance is limited to one day per week to meet employer needs.

Students will complete 120 credits per academic year and therefore the programme will be full time.

Students will be expected to complete 700 hours relevant work placement over the two years. This can be paid or voluntary.

b) Student learning experience

Describe the arrangements for learning and teaching in terms of hours required each week of a “typical” student according to each proposed mode of study. This should include class contact time, tutorial time and assessment time and give an indication of personal study time. If blended learning then specify the nature of the mix of methods to be used and the commitment in time to each:

Students will attend college one day per week for taught sessions (9.00am-6.00pm). This will include tutorial time.

Class contact time - 6 hours per week

Tutorial time – 3 hours per annum

Personal study time 10 hours per week

Work experience equivalent of 1 day per week (this may be done on a weekly basis or in a block)

c)

Insert Structure Diagrams for each variant of the award.

Year 1 – See appendix 1

Unit title	Number of	Level	Notes
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	credits		
Higher learning Skills	20	4	
Skills for Work 1	10	4	
The Dementia Care Sector	20	4	
Psychosocial Perspectives and Care Practice	20	4	
Communication, Equality and Diversity in Mental Health Practice	30	4	
Ethics, Values and Professional Boundaries	20	4	

Year 2

Unit title	Number of credits	Level	Notes
Advanced Higher learning and research Skills	20	5	
Skills for Work 2	20	5	
Understanding Dementia	20	5	
Empowerment, Decision Making and the Law	10	5	
Disability: The Challenge of Social Inclusion	20	5	
End of Life Care	20	5	
Innovation in Dementia Care	10	5	

(Structure diagrams may, alternatively, be attached as Appendices, with a note here to that effect)

d) Applicable regulations for awards and Classifications

This programme will operate without exception under the regulations for classification, assessment and quality assurance as set down in the currently approved version of the Norfolk Regulatory Framework.

e) Module details: List all modules to be offered within the programme

Note re Status: A module may be Compulsory (C), Designated (D) or Optional (O) (refer to NRF 1.4.1 for guidance)

i) LEVEL 4 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
Higher learning Skills	20	This module is designed to enable participants to identify and develop HE study skills in order to undertake successful study at HE level and to identify and develop 'softer' transferable skills relevant to the workplace. The mechanisms for delivery and assessment reflect the underlying philosophy of personal development using methods of reflection and the module will provide an excellent vehicle for the first stages of an individual Personal Development Plan.	Portfolio Presentation	Validated – FdA / FdSc core module
Skills for Work 1	10	Three strands provide an integrated approach to this module: <ul style="list-style-type: none"> • Learning about work – relates to developing the learners' knowledge and understanding of the workplace and its resources. • Learning through work – examines the acquisition of practical skills in a working environment related to employment knowledge. • Learning for work – the learners' knowledge and skills are developed in a way that is directly relevant to the workplace leading to 	Portfolio of evidence	Validated – FdA / FdSc core module

		career development.		
The Dementia Care Sector	20	Every work sector is affected by external environmental influences. Thus this module is designed to provide opportunity for the student to reflect upon external environmental influences on the place of work, and its place with the industry and the subsectors that it encompasses. Students need to examine these and assess the impact each has on the places of work in the industry and sub sectors.	Discussion Paper Presentation	Validated – FdA / FdSc core module
Psychosocial Perspectives and Care Practice	20	The rationale for this module is that professional care workers require an understanding of different theoretical approaches to understanding human behaviour and analysing society. Care professionals also need an understanding of the social context of behaviour, including the influence of individuals and society's attitudes and prejudices. This involves developing an awareness of the influences that society and social structures have on individuals and groups.	Essay Seminar	Validated on FdSc Health Studies
Communication, Equality and Diversity in Mental Health Practice	30	This module is aimed to provide an opportunity to explore the barriers to effective care provision for people with mental health needs and ways in which these can be overcome. The module will cover liaison and communication with service users and other parties; effective methods for communication; availability of related services and consideration of underpinning policies related to the associated issues for those with mental health needs.	Case Study Essay	New Module to be validated on FdSc Mental Health practice
Ethics, Values and Professional Boundaries	20	The purpose of this module is to equip students with an informed and insightful understanding of the centrality of values and ethics to social work, health and social care practice. This	Group Presentation Coursework	New Module to be validated on Cert / Dip HE Social Care

		<p>module will provide an important foundation from which students will be able to reflect critically upon their own personal values and those of the practice agency. Essential to this module is the understanding of respecting the uniqueness and strengths of individuals and groups who may be socially excluded. The module will develop the students' understanding of rights, justice, economic wellbeing, power and responsibility within the practice of social work, health and social care.</p>		
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ii) LEVEL 5 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
Advanced Higher learning and research Skills	20	<p>This module is designed to enable participants to further develop the learning and development skills introduced in the Higher Learning Skills module in year 1 (or its equivalent). The module will also continue the development of 'softer' transferable skills relevant to the workplace. The module will develop an appreciation of qualitative and quantitative research methods and project management skills necessary to support work based projects and in preparation for higher study. The mechanisms for delivery and assessment reflect the underlying philosophy of personal development using methods of reflection coupled with a more lecturer centered pedagogy especially with respect to the methodological elements of the module. The module will provide an excellent vehicle for the conception and continuing development of the student's Personal Development Plan.</p>	PDP Presentation Project Plan	Validated – FdA / FdSc core module
Skills for Work 2	20	<p>the module aims to:</p> <ul style="list-style-type: none"> enable the student to 	Presentation Report	Validated – FdA / FdSc

		<p>reflect on the work role, and more importantly determine how best to develop more complex skills and practice (in the context of work and/or career development) in situations like the need to cope increasing workloads, demand for team work and conflict;</p> <ul style="list-style-type: none"> • to critically appraise how best to develop their work performance skills; • report on the experience of developing skills; • provide opportunity for the student to demonstrate more detailed knowledge of relevant theoretical underpinning of work related skills and be able to analyse and evaluate both information and argument in contextual situations. 		core module
Understanding Dementia	20	<p>The intention of this module is to allow students to understand dementia and the challenges this brings for service-users, families and care workers. The common forms of dementia will be explored including causes, stages of development, presentation (symptoms), management and prognosis. Dementia is a challenging and distressing condition for service-users and their families, so it is vital that care workers have a sound knowledge base so to plan, implement and evaluate the effectiveness of the person-centred care and support provided to meet the diverse needs of the individual.</p>	Teaching Resource Presentation	Validated on FdSc Health Studies
Empowerment, Decision Making and the Law	10	<p>This module provides opportunities for the student to determine and explore their own professional and legal responsibilities, rights, and accountabilities within the health care sector and their own work environment. It also demonstrates how the law can</p>	Essay Exam	Validated on FdSc Health Studies

		be used as a framework to assist in decision-making and resolving potential conflicts.		
Disability: The Challenge of Social Inclusion	20	This module encourages students to explore the concept of disability within an inclusive society, including range of disability, causative factors and the impact on the individual and their family. Students will investigate the development of social inclusion including changing attitudes and acceptance of disability, diversity and cultural issues, barriers and discrimination, legislation, and the significant changes that have occurred in care provision. Students will also be encouraged to reflect on their own practice and the effectiveness of current care services, finding solutions to barriers, and identifying ways to drive forward contemporary, personalised and enabling care that meets the diverse needs and personal choices of individuals.	Essay	Validated on FdSc Health Studies
End of Life Care	20	This module covers the key concepts of end of life and palliative care, and allows students time to discuss the concepts of death and dying, and to reflect on the scope of their own practice and role within the team. It also offers students the opportunity to research the range of supportive services and interventions available to their patients/clients and families.	Essay / Case Study	Validated on FdSc Health Studies
Innovation in Dementia Care	10	This module is designed to enable students to explore innovations in practice and exercise skills in problem solving. Students will be given the opportunity to share their settings with their peers and to work together on researching new innovations in Dementia Care.	Presentation Essay	New module to be validated

iii) LEVEL 6 Modules

Module Title	Credit	Brief description	Principal assessment	Status
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	value		methods	
n/a				

SECTION 6: STRATEGY, MARKET DEMAND AND ADMISSIONS
(for all new programme proposals)

6.1 Academic Strategy

a)	<p><i>Give brief details of consultation with UEA Advisor to date (name, date(s) brief summary of discussion points)</i></p> <p>Jane Blowers – UEA Advisor Meeting on 14th February 2012 to discuss in depth proved support from Jane. Preliminary discussions have always been positive and PAA has been shared</p>
b)	<p><i>Does the programme contain any overlap of material with existing programmes at either CCN or UEA? If so, please give details, naming the School concerned, identifying the programme code and title, and summarising the outcome of prior consultations with that School(s) on the overlap issue.</i></p> <p>Core modules for Foundation Degree Programmes have been included (Higher Learning Skills, Skills for Work 1, Individual in the Sector, Advanced Higher Learning and Research Skills, Skills for Work 2).</p> <p>Modules validated within FdSc Health Studies: Empowerment, Decision Making and the Law Psychosocial Aspects of Care Understanding Dementia End of Life Care Disability: The Challenge of Social Inclusion</p> <p>Modules to be validated within FdSc Mental Health Practice Communication, Equality and Diversity in Mental Health Practice</p> <p>Module to be validated within Cert / Dip HE Social Care Ethics, Values and Professional Boundaries</p> <p>All programmes for which there is overlap, are within the school of Health and Community Studies where the FdA Dementia Care sits and therefore shares Programme Managers.</p>

6.2 Evidence of Market Demand

a)	<p><i>Are identical or similar programmes offered elsewhere in the UK? If so, give brief details (Award title and location) explain why you can be confident of demand to support this proposal.</i></p> <p>Foundation Degrees in social care, or health and social care subjects are offered by a great number of HEIs, however our research indicates there are no Foundation Degrees in Norfolk and Suffolk and no level 4/5 qualifications on the QCF relating specifically to dementia.</p>
b)	<p><i>What are the career/employment opportunities for students successfully completing the programme?</i></p> <p>Statutory, Private and Voluntary sector dementia care. Successful FD graduates may proceed to the UEA BA(hons) Professional Studies. The team will present the programme to the UEA BSc(hons) Nursing and the CCN/UEA BA(hons) Leadership and Management for a full articulation agreement</p>

6.3 Admissions

a)	<i>Admissions Criteria: give full details:</i>	
	<i>Minimum UCAS points</i>	120
	<i>Normal offer UCAS points</i>	
	<i>Level 3 qualifications acceptable (give any special terms or conditions)</i>	Sector specific level 3 qualification i.e. BTEC National Diploma Health and Social Care/Health Studies A levels NVQ level 3 Health and Social Care
	<i>GCSE English or equivalent mandatory? GCSE Maths or equivalent mandatory?</i>	YES NO
	<i>Must an applicant be employed to be considered for this programme? If so give details and minimum expectations</i>	No- students will need access to a social care environment (organised by the student with support from the course team) however this can be in a voluntary capacity
	<i>Mature student entrance criteria: details</i>	Students should have experience of a social care environment specifically working with people with dementia.
	<i>Progression accords: Are holders of any qualifications guaranteed acceptance or are any other applicants given any kind of preferential consideration</i>	Certificate in Mental Health or equivalent
b)	<i>Will applications be received via UCAS?:</i>	YES
c)	<i>If b) = YES give UCAS Code</i>	: TBC

Please note:

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 each module can be found in the study module guide and programme handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Section 7: Technical Appendix

T1. RESOURCE REQUIREMENTS

Please identify all new resources required to operate the programme, additional to any released as a result of discontinuing the programme(s) identified in 1.c above, and provide an estimated cost. **Necessary resources not identified will be assumed to be available within the proposing and servicing centres and will not be provided centrally.**

<p>(a) Will additional resources be required from central college funds? Yes / No (Delete one) If YES, go to T1(b); if NO, go to T2.</p>									
<p>(b) ACCOMMODATION AND SPACE: include general and specialist accommodation requirements and any refurbishment required. n/a</p>									
<p>(b) EQUIPMENT: include all new expenditure and estimate cost. n/a</p>									
<p>(c) CONSUMABLES: estimate total annual cost of all consumables required, including photocopying</p>									
<p>(d) LIBRARY AND LEARNING SUPPORT MATERIALS: Identify Essential Start Up and Essential Annual maintenance expenditure on: books, journals, on-line services, other media</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 2px;">ESSENTIAL START UP: ITEMS</td> <td style="width: 50%; padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">COPIES OF SUGGESTED READING AND BOOKS OFF READING LISTS FOR THE CCN INFORMATION STORE</td> </tr> <tr> <td style="padding: 2px;">ESSENTIAL ANNUAL MAINTENANCE ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>		ESSENTIAL START UP: ITEMS	COST		COPIES OF SUGGESTED READING AND BOOKS OFF READING LISTS FOR THE CCN INFORMATION STORE	ESSENTIAL ANNUAL MAINTENANCE ITEMS	COST		
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	COPIES OF SUGGESTED READING AND BOOKS OFF READING LISTS FOR THE CCN INFORMATION STORE								
ESSENTIAL ANNUAL MAINTENANCE ITEMS	COST								
<p>(e) IT REQUIREMENTS: identify additional requirements for:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 2px;">HARDWARE: ITEMS</td> <td style="width: 50%; padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">SOFTWARE: ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>		HARDWARE: ITEMS	COST			SOFTWARE: ITEMS	COST		
HARDWARE: ITEMS	COST								
SOFTWARE: ITEMS	COST								
<p>(f) TEACHING STAFF: ADDITIONAL STAFFING RESOURCE REQUIRED:</p>									
<p>(g) TEACHING STAFF: STAFF DEVELOPMENT OR PROFESSIONAL UPDATING REQUIRED</p>									

(h) OTHER RESOURCE REQUIREMENTS not identified in (a) to (g):

T2 Performance targets

T2a) Enrolment & In-year Retention Targets:

	Yr1	Ret %	Yr2	Ret%	Yr 3	Ret%
First year of operation	18	89%	16	94%		
Subsequent years:						

In-Year Retention %: Students 'Live' at each Year end/Students enrolled during year x 100

T2b) Enrolment targets

Minimum viable annual intake (FTEs)

Maximum viable annual intake (FTEs)

T2c) Target Retention, Achievement and Success Rates

	Started Programme* (a)	'Live' at end of completion Year (b)	N ^o . Achieving Award (c)	Overall retention % (X)	Achievement rate (Y)	Success rate % (Z)
First year of operation :	18	15	15	83%	100%	83%
Subsequent years:	20	17	17	85%	100	85%

*Started programme = those who originally enrolled in year 1 + transfers in and later starts

Overall Retention 'x' = $b / (a - \text{transfers out}) \times 100$

Achievement Rate 'Y' = $c / b \times 100$

Success Rate 'Z' = $c / (a - \text{transfers out}) \times 100$

T3 Fees and Resources

T3a) Tuition Fees

Please specify whether the income to be generated by the programme is to be from:

i)	<i>tuition fees plus any HEFCE recurrent grant for teaching that the student numbers may generate?</i>
ii)	<i>some other source</i>

T3b) New Modules

Does the programme require the validation of new modules (i.e. modules which are not listed on the current CCN module catalogue)?	YES
---	-----

If YES, please list the titles, level and credit value of the proposed **new modules**:

T3c) Modules to be validated and added to the CCN module Catalogue:

Module Title	Level (0, 1, 2, 3 or M)	Credit value
Innovation in Dementia Care	5 (3)	10

T3d) Student Support Services

Please give detail of other resources and support services to be provided for students on this programme. E.g.:

i) Financial support, advice and guidance	As CCN support services
ii) Teaching accommodation	
iii) Careers	
iv) Counselling	
v) Mentoring	
vi)	
vii)	

T4 REGULATORY FRAMEWORK FOR PROGRAMMES

T4a) Board of Examiners

i)	Is a new Board of Examiners to be responsible for the programme(s)/programme No
ii)	If NO, please specify which Board of Examiners will be responsible for the programme(s)/programme:
iii)	Is (are) any additional external examiner(s) required? Yes
iv)	If iii) = YES, how many? To be shared with External for FdSc Mental Health Practice Have they been: Identified Approved Appointed

SECTION 8: SIGNATURE SHEET

Please ensure that all Sections completed before submission to HEQUEST. HEQUEST will check the document for accuracy and sufficiency before presentation to CCN VARC and then to the UEA Partnerships Office.

1) Date of approval of programme specification by CCN Internal Scrutiny Group

Date	Name: Signed for ISG:
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2) Joint Board of Study approval:

Date	Name: Signed for JBoS:
------	-------------------------------

For CCN:

3) Signature of Principal or Deputy Principal Academic Affairs:

Date	Name: Signed:
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4) Chair of VARC:

Date	Name: Signed:
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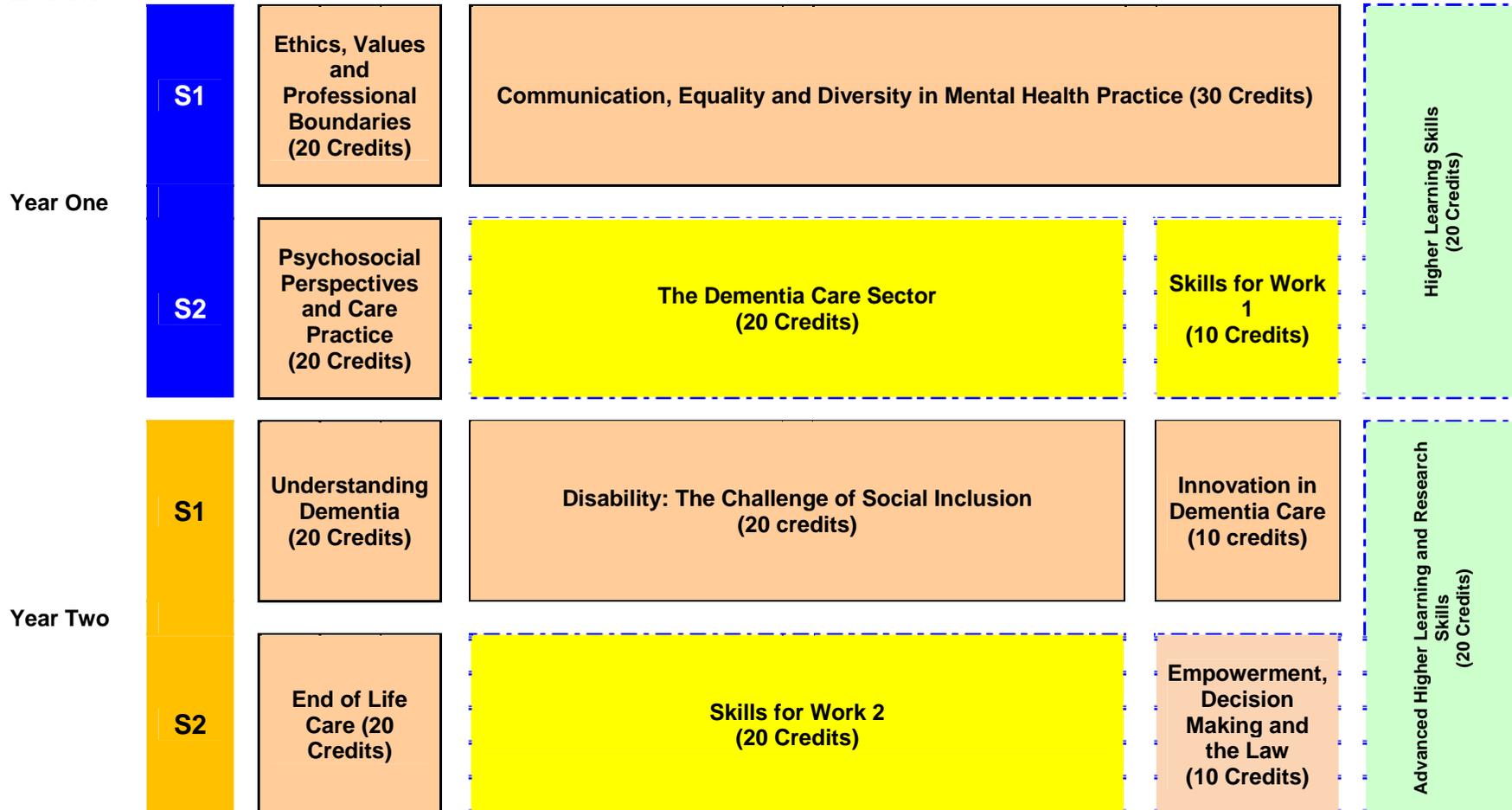
After signatures in 1 -4 have been obtained, please forward this form to the Partnerships Office.

5) UEA Learning and Teaching Committee Approval:

Date	Name: Signed:
------	----------------------

CCN Foundation degree structure (2Yr 2Semester model) – Appendix 1

Model A





**City College Norwich: HEQEST, Quality Improvement
PROGRAMME APPROVAL APPLICATION**



CHALLENGING MINDS. INSPIRING SUCCESS. **NORWICH**

Form PAA1

APPENDIX 4

**Learning and Teaching Committee
PROGRAMME APPROVAL APPLICATION AND OUTLINE
PROGRAMME SPECIFICATION
FOR
AWARDS MADE BY THE UNIVERSITY OF EAST ANGLIA:
VALIDATED PROVISION at CITY COLLEGE NORWICH**

This is a proposal for

A new programme (not replacing existing provision)	/
A new programme replacing existing provision	<input type="checkbox"/>
A significant modification to an existing programme	<input type="checkbox"/>
The revalidation of an existing programme	<input type="checkbox"/>

Note that Sections 1-6 are designed to comply with the QAA guidelines for the preparation of Programme Specifications.

PROPOSED START DATE : September 2012

SECTION 1: PROPOSING SCHOOL AND PROGRAMME DETAILS

(a) Proposing School:

(b) Proposed programme Award and Title (including all named Pathways)

(c) Awarding Body

(d) Teaching institution

(e) Additional details

FOR TAUGHT PROGRAMMES REQUIRING ATTENDANCE					FOR ONLINE OR DISTANCE LEARNING			
TOTAL CREDIT VOLUME FOR WHOLE AWARD	FHEQ LEVEL OF FINAL AWARD	MODE(S) OF STUDY	PLANNED DURATION OF PROGRAMME (YEARS)	PLANNED DELIVERY PATTERN (WEEKS PER SEMESTER)	PLANNED DELIVERY HOURS PER WEEK	BRIEF DETAILS OF CONTACT/ SUPPORT FOR STUDENTS	LANGUAGE OF INSTRUCTION (IF NOT ENGLISH)	UCAS CODE
240	5	PT	2	15	8	Classroom		N/A

(f) Will the proposed programme replace an existing programme or programmes? YES

If YES, please state title(s) and programme code(s) of replaced programme(s):	Cert HE Mental Health Practice
---	--------------------------------

(g) Exit Awards below final award? NO

If YES, please specify:	
-------------------------	--

(h) Does the programme include **Work Based Learning/Skills for Work modules** (i.e. as incorporated in Foundation degrees) YES / and/or:
Compulsory placement(s) or work-based practice YES /

If yes please give details	Skills for Work 1 and 2 will be incorporated into the Foundation Degree. As this is a Foundation Degree that is recognised by the NHS in order to become an Assistant Practitioner, there will be a required level of work placement through the relevant NHS Trusts from which students will enrol on the programme. Students funding themselves to complete the programme independently will still be required to be in employment for at least 6 hours per week in a relevant Mental Health placement.
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(i) Will the proposed programme be operated in partnership with any other organisation?

No

If YES,:

(i) Give the name of the partner:	
(ii) Briefly describe the nature of the collaborative arrangement/partnership:	

SECTION 2: RATIONALE FOR AND AIMS OF THE PROGRAMME

2.1) Rationale

(Justify the proposal in terms of its strategic fit with School /college development plans, the College Strategy for the Development of Higher Education, regional and national priorities for addressing knowledge and skills shortages and/ or the specific needs of employers and or potential students. Pay particular attention to the provision of progression opportunities and any articulation agreements or progression accords that this proposal will underpin).

The FdSc Mental Health Practice programme is designed to provide learners who undertake it the underpinning knowledge in this area to practice in the field as Band 4 Assistant Practitioners. The content has been developed in partnership with the Norfolk and Suffolk NHS Foundation Trust (formally Norfolk and Waveney Mental Health Trust, and Suffolk Mental Health Trust) in order to ensure that the core competencies for this role are covered in the knowledge acquisition of the programme.

Through consultation with County Workforce Group this programme has been supported due to the remodelling of the workforce and emphasis on the assistant practitioner role within the field of Mental health nursing. The development has been discussed at meetings on this.

The programme is designed to cover aspects of patient care within Mental Practice from diagnosis to recovery and the anatomy and physiology of mental health. In addition students will undertake the Foundation Degree Core Modules in Skills for Work and Higher Learning Skills to develop their professional competence and academic ability.

Progression opportunities exist and are planned for successful graduates. Successful FD graduates may proceed to the UEA BA (Hons) Professional Studies. The team will present the programme to the UEA BSc (Hons) Nursing and the CCN/UEA BA(Hons) Leadership and Management for a full articulation agreement.

2.2) Aims

(Explain the purpose of the award in terms of the overarching educational and skills development a successful student will achieve, the vocational and or further personal professional development opportunities that may follow and the audience for whom the programme is intended).

The aims of the programme are to develop a deeper understanding of mental health care practice. The programme including the core modules of Foundation Degrees at CCN in order to enhance the academic skills of learners and to develop their professional competence in practice. The programme will also cover the legal framework within which the learners work and the scientific / health care practices that are associated with care of mental health service users. The programme aims to cover all aspects of care associated with this field including definition of conditions, care planning, risk assessment and disengagement from the use of care services.

The intended audience is practitioners operating in band 4 posts within the Norfolk and Suffolk NHS Foundation Trust and has been mapped to the core competencies of Assistant Practitioners within this trust. Learners will come from varied fields within the trust and the aim of the programme is to allow learners to concentrate on their specific role in order to

develop a deeper understanding of their responsibilities along with exposure to other roles and an understanding of those.

SECTION 3: POINTS OF REFERENCE

3.1) Relevant QAA Subject Benchmarking Statements

Subject Benchmark reference	Coverage in programme:
<p>Health Studies</p> <ul style="list-style-type: none"> • health as a contested concept • the multidisciplinary nature of health studies • the central place of research activity in the development of the subject • the diverse determinants of health and well-being • the contemporary issues at the forefront of the subject • the range of theories of causality relating to health • social policy approaches and potential influence upon health and well-being • the theoretical and professional rationales concerning health interventions • the role of individual differences in affecting health status • the diversity of the experience of health and well-being • the diversity of values associated with health and well-being • comparisons within and between healthcare systems and modes of delivery • cultural diversity within health and well-being • the central theoretical arguments and paradigms in health research • the use and application of information technology to communication and analysis within the discipline. 	<p>The modules chosen for inclusion within this FdSc cover the benchmarks outlined. Refer to the list of modules for further details...</p>

3.2) Relevant National Occupational Standards

NOS	Coverage in programme:
<p>National Occupational Standards in Mental Health</p>	<p>The NOS identified have informed the core competencies for Mental Health Assistant Practitioners and the modules</p>

<p>A. Practise in a reflective and professionally appropriate manner</p> <p>B. Enable people to learn about and access services to meet their mental health needs</p> <p>C. Provide mental health services which support families and carers</p> <p>D. Assess individuals' needs for programmes of care</p> <p>E. Plan and review programmes of care for people with mental health needs</p> <p>F. Follow through on planned programmes of care for people with mental health need</p> <p>G. Support people with mental health needs in managing their lives</p> <p>H. Support people with mental health needs in managing social situations and interactions with others</p> <p>I. Support people with mental health needs during times of change</p> <p>J. Contribute to the management of risk and protection of others</p> <p>K. Address the mental health needs of a population</p> <p>L. Work with groups and communities to address their mental health needs</p> <p>M. Influence organisations' behaviour and services to promote people's mental health</p> <p>N. Influence the way in which organisations and agencies interact to the benefit of those who use mental health services</p> <p>O. Influence the way in which others recognise and respond to people's mental health needs</p>	<p>selected for inclusion within the FdSc have been mapped to these.</p> <p>See attached.</p>
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3.3) Sector Skills Council consultation/involvement

Sector Skills Council	Details of consultation/application of Framework:
Skills for Health	Employer involvement in the development of this Foundation Degree has included support and engagement with SfH. Tim Lund, the Regional rep has been in attendance at County Workforce groups and other forums in which this has been discussed and he has expressed his support for it.

3.4) Accreditation endorsement or consultation by/with Professional Statutory or Regulatory Bodies

PSRB	Details of accreditation endorsement or consultation:
N/A	

3.5) Employer engagement in design, development, delivery, assessment

Employer(s)	Details of consultation/engagement:
Norfolk and Suffolk NHS Foundation Trust	<p>Meetings have been held on a monthly basis with representatives from the former Norfolk and Waveney Mental Health Trust and Suffolk Mental Health Trust (now merged to form Norfolk and Suffolk NHS Foundation Trust) and training managers from these trusts in order to discuss the requirements in practice for learners who undertake and complete the FdSc Mental Health Practice.</p> <p>Meetings have been planned with a fixed agenda in order to cover the requirements for the development of a new Foundation Degree and to ensure commitment to the programme.</p> <p>The choice of modules has been created in partnership, drawing from existing modules on current HE programmes at CCN and identifying where skills gaps were left. All modules have been mapped to the core competencies identified for the intended learner group.</p>

3.6) Programme Manager

Name	Email	Telephone
Rebecca Perry	rebecca.perry@ccn.ac.uk	01603 773214

SECTION 4: Development of Graduate Skills (Please see guidance notes)

4.1 Graduate Skills

Use this section to explain how the programme will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key transferable skills:

Students will develop knowledge and understanding in/of:	This will be facilitated/supported by:
--	--

<p>Students will develop Key and Transferable Skills:</p> <ul style="list-style-type: none"> Independent thought Critical thinking Team work Leadership Problem solving Communication Presentation Time management Flexibility Innovation Project management 	<p>By:</p> <p>Completion of the core modules of study within the FdSc Mental health Practice and the subject specific modules.</p>

SECTION 5: Programme structures and Modules (Units). Intended Learning Outcomes, Credit Volumes and Award requirements.

a) Introductory statement

A general statement about programme structure, including special features such as work placement opportunities or requirements, field trips or residential etc:

The programme is intended for mental health practitioners working as or working towards Band 4 posts as Assistant Practitioners within Norfolk and Suffolk NHS Foundation Trust. The structure of the programme has been designed in partnership with this trust over the past year and as a result, has been mapped to the core competencies of this role. Learners on this programme will be employed by this trust and working within it. All learners will be assigned a mentor by the trust and will be assessed in the workplace for their competence within this role alongside the assessment for the foundation degree. Work placement for students not employed by the trust will be a requirement although these students may not have mentor support or be subject to the AP assessment of Trust employees.

b) Student learning experience

Describe the arrangements for learning and teaching in terms of hours required each week of a “typical” student according to each proposed mode of study. This should include class contact time, tutorial time and assessment time and give an indication of personal study time. If blended learning then specify the nature of the mix of methods to be used and the commitment in time to each:

Students will attend college for 1 day per week across the 2 x 15 weeks semesters of the academic year. 60 credits will be studied each semester which will equate to a ‘full’ day from 8am to 6pm including tutorial times.

Each 10 credits of learning will have class contact time of 24 hours and approximately 100 hours of personal study time. 3 hours per student will be allocated for individual tutorials per year.

Assessment will include professional practice portfolios, open book exams, closed book exams, essays, reports, research proposal, PDPs, seminars, presentations.

c)

Insert Structure Diagrams for each variant of the award.

See Appendix 1

(Structure diagrams may, alternatively, be attached as Appendices, with a note here to that effect)

d) Applicable regulations for awards and Classifications

This programme will operate without exception under the regulations for classification, assessment and quality assurance as set down in the currently approved version of the Norfolk Regulatory Framework.

e) Module details: List all modules to be offered within the programme

Note re Status: A module may be Compulsory (C), Designated (D) or Optional (O) (refer to NRF 1.4.1 for guidance)

i) LEVEL 4 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
Higher Learning Skills	20	This module is designed to enable participants to identify and develop HE study skills in order to undertake successful study at HE level and to identify and develop 'softer' transferable skills relevant to the workplace. The mechanisms for delivery and assessment reflect the underlying philosophy of personal development using methods of reflection and the module will provide an excellent vehicle for the first stages of an individual Personal Development Plan.	Portfolio Presentation	Validated – FdA / FdSc core module
The Mental Health Care sector	20	Every work sector is affected by external environmental influences. Thus this module is designed to provide opportunity for the student to reflect upon external environmental influences on the place of work, and its place with the industry and the subsectors that it encompasses. Students need to examine these and assess the impact	Discussion Paper Presentation	Validated – FdA / FdSc core module

		each has on the places of work in the industry and sub sectors.		
Skills for Work 1	10	<p>Three strands provide an integrated approach to this module:</p> <ul style="list-style-type: none"> • Learning about work – relates to developing the learners' knowledge and understanding of the workplace and its resources. • Learning through work – examines the acquisition of practical skills in a working environment related to employment knowledge. • Learning for work – the learners' knowledge and skills are developed in a way that is directly relevant to the workplace leading to career development. 	Portfolio of evidence	Validated – FdA / FdSc core module
Intro to Human Anatomy and Physiology	20	The module presents the biological foundations of physiology and health as a dynamic process. The core of the course is concerned with an integrated study of human biology, drawing on the disciplines of anatomy, physiology, molecular biology, immunology, biochemistry, and endocrinology and the ways in which these systems may be changed in the internal/external environment and by illness, specific to mental	Essay Open book exam	Validated on FdSc Health Studies

		health.		
Psychosocial Perspectives and Care Practice	20	The rationale for this module is that professional care workers require an understanding of different theoretical approaches to understanding human behaviour and analysing society. Care professionals also need an understanding of the social context of behaviour, including the influence of individuals and society's attitudes and prejudices. This involves developing an awareness of the influences that society and social structures have on individuals and groups.	Essay Seminar	Validated on FdSc Health Studies
Communication, Equality and Diversity in Mental Health Practice	30	This module is aimed to provide an opportunity to explore the barriers to effective care provision for people with mental health needs and ways in which these can be overcome. The module will cover liaison and communication with service users and other parties; effective methods for communication; availability of related services and consideration of underpinning policies related to the associated issues for those with mental health needs.	Case Study Essay	New Module to be validated

ii) LEVEL 5 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
Advanced Higher Learning and	20	This module is designed	PDP	Validated –

Research Skills		to enable participants to further develop the learning and development skills introduced in the Higher Learning Skills module in year 1 (or its equivalent). The module will also continue the development of 'softer' transferable skills relevant to the workplace. The module will develop an appreciation of qualitative and quantitative research methods and project management skills necessary to support work based projects and in preparation for higher study. The mechanisms for delivery and assessment reflect the underlying philosophy of personal development using methods of reflection coupled with a more lecturer centered pedagogy especially with respect to the methodological elements of the module. The module will provide an excellent vehicle for the conception and continuing development of the student's Personal Development Plan.	Presentation Project Plan	FdA / FdSc core module
Skills for Work 2	20	<p>the module aims to:</p> <ul style="list-style-type: none"> enable the student to reflect on the work role, and more importantly determine how best to develop more complex skills and practice (in the context of work and/or career development) in situations like the need to cope increasing workloads, 	Presentation Report	Validated – FdA / FdSc core module

		<p>demand for team work and conflict;</p> <ul style="list-style-type: none"> • to critically appraise how best to develop their work performance skills; • report on the experience of developing skills; • provide opportunity for the student to demonstrate more detailed knowledge of relevant theoretical underpinning of work related skills and be able to analyse and evaluate both information and argument in contextual situations. 		
Science for Mental Health Practice	20	This module is designed to develop, on the part of the students, an appreciation of the important contribution played by biomedical sciences to the on-going development of understanding of mental health and disease. The module is designed to introduce students to some of the topics which mental health professionals should understand if they are to participate in decision-making.	Seminar Seminar Paper	New Module to be validated
Empowerment, Decision Making and the Law	10	This module provides opportunities for the student to determine and explore their own professional and legal responsibilities, rights, and accountabilities within the health care sector and their own work environment. It	Essay Exam	Validated on FdSc Health Studies

		also demonstrates how the law can be used as a framework to assist in decision-making and resolving potential conflicts.		
Definition and Diagnosis	20	The aim of this module is for students to be able to define mental health disorders and recognize ways in which their service can be applied for the benefit of service users within their practice framework. Included in this will be recognition of safeguarding and an introduction to patient risk assessment.	Essay Presentation	New Module to be validated
Mental Health Assessment, Intervention and Recovery	30	This module aims to develop the understanding, skills and values involved in making to effective assessments of Needs, Circumstances and Risks, and plans that lead to appropriate interventions. Such assessments, plans and interventions will be placed in the context of legislative and NHS Trust requirements. The module will go further to provide strategies for disengagement with the service.	Portfolio Assignment	New Module to be validated

iii) LEVEL 6 Modules

Module Title	Credit value	Brief description	Principal assessment methods	Status
n/a				

SECTION 6: STRATEGY, MARKET DEMAND AND ADMISSIONS *(for all new programme proposals)*

6.1 Academic Strategy

a)	<p><i>Give brief details of consultation with UEA Advisor to date (name, date(s) brief summary of discussion points)</i></p> <p>Jane Blowers – UEA Advisor Meeting on 14th February 2012 to discuss in depth proved support from Jane. Preliminary discussions have always been positive and PAA has been shared</p>
b)	<p><i>Does the programme contain any overlap of material with existing programmes at either CCN or UEA? If so, please give details, naming the School concerned, identifying the programme code and title, and summarising the outcome of prior consultations with that School(s) on the overlap issue.</i></p> <p>Core modules for Foundation Degree Programmes have been included (Higher Learning Skills, Skills for Work 1, Individual in the Sector, Advanced Higher Learning and Research Skills, Skills for Work 2).</p> <p>Modules validated within FdSc Health Studies: Empowerment, Decision Making and the Law Intro to Human Anatomy and Physiology Psychosocial Aspects of Care</p> <p>Overlap with BA (Hons) Social Work –Assessment and Intervention</p> <p>All programmes for which there is overlap, are within the school of Health and Community Studies where the FdSc Mental health practice sits and therefore shares Programme Managers.</p>

6.2 Evidence of Market Demand

a)	<p><i>Are identical or similar programmes offered elsewhere in the UK? If so, give brief details (Award title and location) explain why you can be confident of demand to support this proposal.</i></p> <p>University of Gloucestershire – FdSc Mental Health Practice Grimsby Institute of Further and Higher Education – FdSc Mental Health Studies University Campus Suffolk – FdA Health Care Practice (Mental Health) University of Worcester – FdSc Mental Health</p>
b)	<p><i>What are the career/employment opportunities for students successfully completing the programme?</i></p> <p>Successful FD graduates may proceed to the UEA BA (Hons) Professional Studies. The team will present the programme to the UEA BSc (Hons) Nursing and the CCN/UEA BA (Hons) Leadership and Management for a full articulation agreement</p>

6.3 Admissions

a)	<i>Admissions Criteria: give full details:</i>	
	<i>Minimum UCAS points</i>	<i>100 pts min</i>
	<i>Normal offer UCAS points</i>	<i>120 pts or equivalent</i>
	<i>Level 3 qualifications acceptable (give any special terms or conditions)</i>	BTEC L3 Health and Social Care Extended Diploma NVQ Health and Social Care Modern Apprenticeship Framework completion at L3 in H&SC
	<i>GCSE English or equivalent mandatory?</i> <i>GCSE Maths or equivalent mandatory?</i>	NO NO
	<i>Must an applicant be employed to be considered for this programme? If so give details and minimum expectations</i>	YES – employed within a Mental Health Trust and working for a minimum of 12 hours per week
	<i>Mature student entrance criteria: details</i>	Employment within an appropriate practice area
	<i>Progression accords: Are holders of any qualifications guaranteed acceptance or are any other applicants given any kind of preferential consideration</i>	Certificate in Mental Health or equivalent
b)	<i>Will applications be received via UCAS?:</i>	NO
c)	<i>If b) = YES give UCAS Code</i>	:

Please note:

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 each module can be found in the study module guide and programme handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Section 7: Technical Appendix

T1. RESOURCE REQUIREMENTS

Please identify all new resources required to operate the programme, additional to any released as a result of discontinuing the programme(s) identified in 1.c above, and provide an estimated cost. **Necessary resources not identified will be assumed to be available within the proposing and servicing centres and will not be provided centrally.**

<p>(a) Will additional resources be required from central college funds? Yes</p> <p style="margin-left: 40px;">If YES, go to T1(b); if NO, go to T2.</p>											
<p>(b) ACCOMMODATION AND SPACE: include general and specialist accommodation requirements and any refurbishment required.</p> <p>n/a</p>											
<p>(b) EQUIPMENT: include all new expenditure and estimate cost.</p> <p>n/a</p>											
<p>(c) CONSUMABLES: estimate total annual cost of all consumables required, including photocopying</p>											
<p>(d) LIBRARY AND LEARNING SUPPORT MATERIALS: Identify Essential Start Up and Essential Annual maintenance expenditure on: books, journals, on-line services, other media</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%; padding: 2px;">ESSENTIAL START UP: ITEMS</td> <td style="padding: 2px;">COST £2000</td> </tr> <tr> <td style="padding: 2px;">ACADEMIC JOURNALS BOOKS OFF READING LISTS ON MOD SPECS</td> <td style="padding: 2px;">COPIES OF SUGGESTED READING AND BOOKS OFF READING LISTS FOR THE CCN INFORMATION STORE</td> </tr> <tr> <td style="padding: 2px;">ESSENTIAL ANNUAL MAINTENANCE ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </table>		ESSENTIAL START UP: ITEMS	COST £2000	ACADEMIC JOURNALS BOOKS OFF READING LISTS ON MOD SPECS	COPIES OF SUGGESTED READING AND BOOKS OFF READING LISTS FOR THE CCN INFORMATION STORE	ESSENTIAL ANNUAL MAINTENANCE ITEMS	COST				
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ESSENTIAL ANNUAL MAINTENANCE ITEMS	COST										
<p>(e) IT REQUIREMENTS: identify additional requirements for: n/a</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%; padding: 2px;">HARDWARE: ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;">NONE</td> </tr> <tr> <td style="padding: 2px;">SOFTWARE: ITEMS</td> <td style="padding: 2px;">COST</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </table>		HARDWARE: ITEMS	COST		NONE	SOFTWARE: ITEMS	COST				
HARDWARE: ITEMS	COST										
	NONE										
SOFTWARE: ITEMS	COST										
<p>(F) TEACHING STAFF: ADDITIONAL STAFFING RESOURCE REQUIRED: Desirable - Specialist Practitioner required – 0.5 FTE – To be approved in HCS budget</p>											
<p>(g) TEACHING STAFF: STAFF DEVELOPMENT OR PROFESSIONAL UPDATING REQUIRED</p>											

(h) OTHER RESOURCE REQUIREMENTS not identified in (a) to (g):
--

T2 Performance targets

T2a) Enrolment & In-year Retention Targets:

	Yr1	Ret %	Yr2	Ret%	Yr 3	Ret%
First year of operation	18	94%	17	100%		
Subsequent years:	18	94%	17	100%		

In-Year Retention %: Students 'Live' at each Year end/Students enrolled during year x 100

T2b) Enrolment targets

Minimum viable annual intake (FTEs)

Maximum viable annual intake (FTEs)

T2c) Target Retention, Achievement and Success Rates

	Started Programme* (a)	'Live' at end of completion Year (b)	N ^o . Achieving Award (c)	Overall retention % (X)	Achievement rate (Y)	Success rate % (Z)
First year of operation :	18	17	17	94%	100%	94%
Subsequent years:	18	17	17	94%	100%	94%

*Started programme = those who originally enrolled in year 1 + transfers in and later starts

Overall Retention 'x' = $b / (a - \text{transfers out}) \times 100$

Achievement Rate 'Y' = $c / b \times 100$

Success Rate 'Z' = $c / (a - \text{transfers out}) \times 100$

T3 Fees and Resources

T3a) Tuition Fees

Please specify whether the income to be generated by the programme is to be from:

i)	<i>tuition fees plus any HEFCE recurrent grant for teaching that the student numbers may generate?</i> YES
ii)	<i>some other source:</i> Employer funding

T3b) New Modules

Does the programme require the validation of new modules (i.e. modules which are not listed on the current CCN module catalogue)?	YES
---	-----

If YES, please list the titles, level and credit value of the proposed **new modules**:

T3c) Modules to be validated and added to the CCN module Catalogue:

Module Title	Level (0, 1, 2, 3 or M)	Credit value
Definition and Diagnosis	2	20
Communication, Equality and Diversity in Mental Health Practice	1	30
Science for Mental Health Practice	2	20
Mental Health Assessment, Intervention and Recovery	2	30

T3d) Student Support Services

Please give detail of other resources and support services to be provided for students on this programme. E.g.:

i) Financial support, advice and guidance	As CCN support services
ii) Teaching accommodation	
iii) Careers	
iv) Counselling	
v) Mentoring	
vi)	
vii)	

T4 REGULATORY FRAMEWORK FOR PROGRAMMES

T4a) Board of Examiners

i)	Is a new Board of Examiners to be responsible for the programme(s)/programme No
ii)	If NO, please specify which Board of Examiners will be responsible for the programme(s)/programme: UEA / CCN Module Assessment Boards
iii)	Is (are) any additional external examiner(s) required? Yes
iv)	If iii) = YES, how many? 1 Have they been: Identified: no Approved Appointed

SECTION 8: SIGNATURE SHEET

Please ensure that all Sections completed before submission to HEOFFICE which will check the document for accuracy and sufficiency before presentation to CCN VARC and then to the UEA Partnerships Office.

1) Date of approval of programme specification by CCN Internal Scrutiny Group

Date	Name: Signed for ISG:
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2) Joint Board of Study approval:

Date	Name: Signed for JBoS:
------	-------------------------------

For CCN:

3) Signature of Principal or Deputy Principal:

Date	Name: Signed:
------	----------------------

4) Chair of VARC:

Date	Name: Signed:
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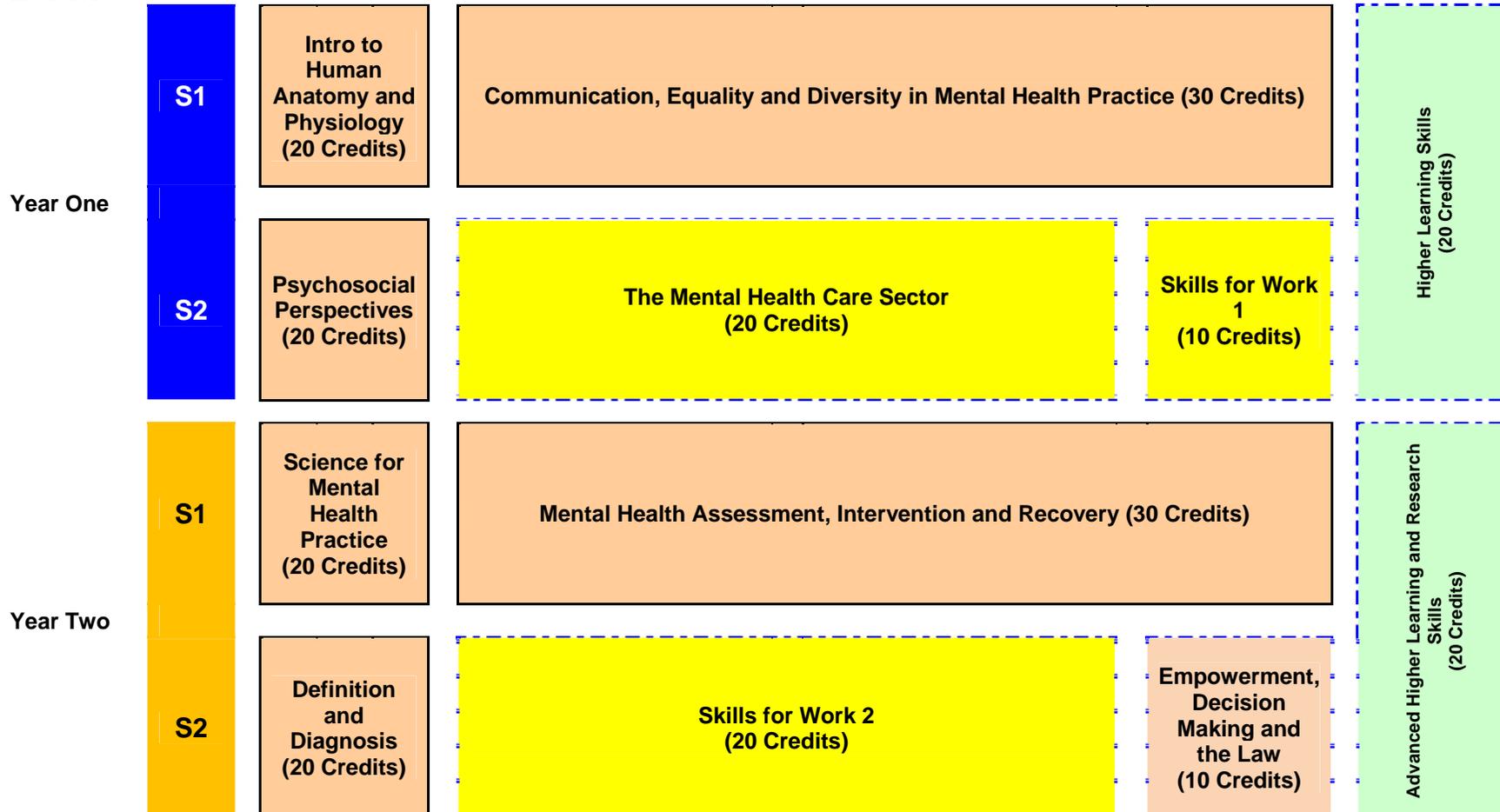
After signatures in 1 -4 have been obtained, please forward this form to the Partnerships Office.

5) UEA Learning and Teaching Committee Approval:

Date	Name: Signed:
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CCN Foundation degree structure (2Yr 2Semester model) – Appendix 1

Model A





**City College Norwich: HEOFFICE, Quality Improvement
PROGRAMME APPROVAL APPLICATION**



CHALLENGING MINDS. INSPIRING SUCCESS. **NORWICH**

Form PAA1
