Programme Specification for FdSc Dementia Studies

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	FdSc
5.	Programme title	Foundation Degree in Dementia Studies
6.	Pathways available Linked Honours Degree progression route/s	BA Hons Applied Health & Social Sciences (subject to approval)
7.	Mode and/or site of delivery	University one day a week and work based learning at University of Worcester,
8.	Mode of attendance	Full time one day a week Part time half a day a week Minimum 200 hours of work-based learning
9.	UCAS Code	71L9
10.	Subject Benchmark statement and/or professional body statement	QAA Characteristics Statement (2015) National Occupational Standards in Health and Social Care, (Skills for Care/ Skills for Health, 2012) Supporting people to live well with dementia, Quality Standard 30. National Institute for Health and Clinical Guidance, (NICE, 2013) Common Core Principles for Supporting People with Dementia (Skills for Care/ Skills for Health, 2011) A Curriculum for UK Dementia Education (Higher Education Dementia Network, 2013) Dementia Core Skills Education and Training Framework, Skills for Care 2015
11.	Date of Programme Specification preparation/ revision	May 2014 August and October 2014 (Regulations) July 2016 (optional modules added) December 2016 (FDHS2004 Team Working module title updated)

12. Educational aims of the programme

Dementia is enjoying a higher profile within British society, and across the world. The impact of increasing numbers of people living with dementia will be felt even more strongly in the medium and longer terms. It is essential that well-informed and appropriate responses are developed to enable people with dementia and their families to live well. This course forms part of that response. It takes a person-centred stance, one that rejects the "catastrophic" model of dementia which sees a diagnosis as universally negative. Good, person centred care and

support can transform people's experience of dementia. The Foundation Degree will encourage and enable students to challenge conventional narratives around dementia, and explore ways where new and innovative approaches can lead to positive outcomes for people with dementia and their families. Awareness of the individual, organisational, social, cultural, political and technological influences are essential to the exploration and understanding of dementia care and support. Understanding of these issues also requires an appreciation of the inter-relationship of a number of theoretical perspectives including those arising from the disciplines of social sciences, psychology, humanities and the life sciences and these are reflected in the modules students will study.

This course is for students with a passionate interest in improving people's lives and their experience of life. It will suit students working within residential and community based care, within a hospital setting, within advocacy and support services (within the private, statutory and voluntary sectors). It will also enable and empower people whose experience of dementia is from their own family context.

The course aims to:

1. Provide students with the opportunity through work-based learning and theoretical studies to develop specific knowledge, skills and values relevant to the context of individuals with dementia.

2. Provide opportunities for students to develop key skills to prepare for employment and lifelong learning and/or further study.

3. Develop students' appreciation and application of the core values underpinning dementia care practice.

4. Promote critical reflection and reflective practice.

5. Critically engage students in the social, cultural, moral, legal and political context of dementia care.

6. Develop an analytical and critical approach to problem solving.

7. Enable students to assess, plan, implement and evaluate in order to make sound judgements in dementia care delivery in accordance with the common core principles.

8. Develop students' interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively

9. Further develop skills and strategies necessary for partnership working with people with dementia, family members and carers, services, professionals and groups across the care sectors.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding

On successful completion of the course, students will be able to:

1. Demonstrate and critically reflect on the knowledge and skills necessary to work effectively with people with dementia.

2. Respect the rights and promote the interests, dignity and independence of people with dementia, family members and carers.

Examples of learning, teaching and assessment methods used:

- A programme of structured lectures, interactive seminars, group work sessions, individual tutorials and Virtual Learning Environment (VLE) support
- The planning, researching and writing of assignments and subsequent oral and written feedback is fully supported by the use of formative (preparatory) assessment.
- Work-based scenarios and variety of settings, roles and responsibilities in dementia settings experienced via case studies, guest speaker inputs, contribution of 'Experts by Experience', work placement and work-related learning
- Practical, work-based and work-related assignments – e.g. Video and practice of communication and interpersonal skills and group work, intervention plans, case studies, health promotion posters
- Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values
- A variety of assessment strategies including essays, oral presentations, reports, group work, critiques, gallery style poster presentations, evidencing practice and research related tasks
- The Work-Based Independent Project requires students, in negotiation with supervisors and work-based mentors to select, research and relate theory to an agreed work-based initiative.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

1. Critically analyse relevant theoretical frameworks and concepts and critically apply these to dementia practice in a variety of contexts

2. Establish and maintain trust and confidence of people with dementia, family members, carers, services and the public.

3. Respect difference and diversity and demonstrate anti oppressive and inclusive practice

4. Locate and evaluate evidence and research and apply to practice and decision making in dementia care.

Examples of learning, teaching and assessment methods used:

- All modules encourage learners to engage in discussion and application of key concepts to a work-based context
- Higher order independent learning and critical skills (e.g. the ability to evaluate evidence, arguments and assumptions to reach sound judgements) will be developed and encouraged at levels 4 and 5 (with additional tutor support in line with UW's Learning Outcomes policy)
- Reflection in and on practice and case study work offers students the opportunity to engage in problem solving and decision making and demonstrate awareness of own strengths, limitations, responsibility and accountability
- Evidence-based practice and research informed knowledge, understanding and critical appreciation is assessed through the Independent Work Based study

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Practical skills relevant to employment:

On successful completion of the course, students will be able to:

1. Effectively support and assist people with dementia to identify their needs, select, plan and implement appropriate care strategies.

2. Work in collaboration and partnership with others across a range of different agencies and disciplines.

3. Empower and involve people with dementia and family members appropriately as active participants

4. Communicate effectively through a range of media and in a range of contexts

Examples of learning, teaching and assessment methods used:

- Practical and group work sessions to develop assessment, communication and interpersonal skills
- Involvement of people with dementia and family carers as experts by experience to, with support, formatively and summatively assess student work, for example through the use of gallery style poster presentations.
- Use of case studies and work-based scenarios
- Reflective papers and summaries on self-development of knowledge, skills and attributes
- Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values
- Subject librarian contributes to study skills sessions on accessing and searching for information sources, using databases and web-based sources
- All modules are focussed on learning for and from the workplace and include opportunities for group discussions and sharing experiences. Some modules include group assessments

Transferable/key skills:

On successful completion of the course, students will be able to:

1. Use reflection to develop knowledge and skills for practice within work environments

2. Develop key skills for lifelong learning

3. Demonstrate accountability for the quality of their work and take responsibility for maintaining and improving their knowledge and skills, and understanding the value of resources, while working within the parameters of their role.

Examples of learning, teaching and assessment methods used:
- Development of skills for critical reflective practice in the Effective Communication and Ethical Practice module and through work-based assignments in a number of modules
- Opportunities in modules and additional support sessions to develop skills in using PowerPoint, word processing, e-mailing.
- Develop portfolio and Personal/Professional Development Planning (PDP)
- Use of VLE to encourage discussion, shared learning and development and assessment of attitudes and values
- Completion of a range of different assessment items throughout the course to develop written, oral and other communication skills

14.   Assessment Strategy

This Foundation Degree in Dementia Studies is located within the UW Taught Courses Regulatory Framework and is aligned with University's Assessment Policy and UW grade descriptors

The Institute of Health and Society Moderation and Assessment Strategy is based on the following principles:

The modules and their assessment strategies are designed to enable students to demonstrate their achievement of the course aims and outcomes and key skills development. Assessment criteria and grade descriptors are provided for each item of assessment. Work based learning and reflective practice are essential components of the learning in this programme, are integral to the achievement of the programme aims and learning outcomes and encourage and promote learning that enables and encourages the students to think critically and analytically.

A variety of methods of assessment are used, both formative and summative, that enable students to demonstrate competence in a range of skills required both in higher education and in the workplace, including simulated practice, videos, case studies, individual and group presentations, intervention plans, care planning and various other written assessments including essays, reflective writing, and reports. People with dementia, and informal carers will contribute to assessment, for example through engaging with students and feeding back on work. The assessments selected promote the reflection and learning that is essential to work-based practice and not simply reliant on memory and recall of information. The assessments relate specifically to identified learning outcomes for modules (UW Learning Outcomes Guidance, 2007). Work based knowledge, skills and attitudes, will also be developed and assessed through the strategic use of practice skill workshops.

It is recognised that using experiences from work environments in learning and assessment strategies can raise ethical issues, e.g. confidentiality, questioning of work practices, etc. Given the nature of reflective practice and work-based and placement learning, the Institute of Health and Society has specific guidance regarding confidentiality (see handbook appendix).

15.   Programme structures and requirements

AWARD MAP FOUNDATION DEGREE AWARD

Title: Foundation Degree in Dementia Studies

LEVEL 4				
Module Code	**Module Title**	**Credits** (Number)	**Status** Mandatory (M) or Optional (O)	**Prerequisites** (Code of Module required)
FDHS 1209 Core	Effective Communication and Ethical Practice	30	M	None
FDDS 1210 Specialist	Understanding Experiences of Dementia	30	M	None
FDDS 1211 Specialist	Dementia: Legislation, Policy and Best Practice	30	M	None

FDDS 1205 Specialist	Dementia: Personal and Professional Development in the Workplace	30	M	None

Requirements at level 4

Students must successfully complete 120 credits in total at level 4.

LEVEL 5				
Module Code	**Module Title**	**Credits** (Number)	**Status** Mandatory (M) or Optional (O)	**Prerequisites** (Code of Module required)
FDHS 2003 Core	Applied Research and Evidence Based Practice	15	M	None
FDHS 2004 Core	Understanding Team Working in Professional Practice	15	M	None
FDDS 2205 Specialist	Enabling people to live well with dementia	30	M	None
FDDS 2203 Specialist	Dementia: Individual Project in the Workplace	30	M	None
FDDS 2204 Specialist	Reviewing Academic Literature in Dementia	30	O	None
FDHS 2205 Core	Applied Human Biology	30	O	None

Requirements at level 5

Students must successfully complete 120 credits in total at level 5.

Attendance Requirement

Students are expected to attend all sessions on taught modules. Where a session is missed, the student will be required to discuss with the module leader how to facilitate the required learning. **Where a student misses more than three sessions without mitigating circumstances, they will automatically be awarded a fail grade (NA) for the module**. This provides the student with no resubmission opportunity. This will require students to pay to retake the whole module at the next running of it and all UW regulations for retaking modules will apply.

Work Based Learning Modules and Minimum Practice Requirements

The timing of practice based learning will allow for some flexibility, although it is essential that certain parameters are met to ensure opportunities to link university based learning to practice, facilitate reflection on work based learning and ensure that assessment deadlines can be met. **For the full-time student, the 200 hours required for the module must normally be achieved in a minimum of fifteen working weeks and a maximum of 35 working weeks**. **This equates to completing 13 hours per week to achieve the target of 200 hours in 15 weeks and just under 6 hours per week spread over 35 weeks. The course team recommend 1 day in practice for the duration of the placement throughout the academic year in order to**

complement your studies and relate theory to and with practice. For the part-time student, an individual learning contract will be negotiated to enable the requirements for practice learning to be fulfilled. Work based learning will be shaped by the learning outcomes for the modules, assessment requirements and objectives arising from students' personal development plans.

16. QAA and Professional Academic Standards and Quality

This Foundation Degree uses the QAA Characteristics Statement (2015) as a reference point. Foundation Degrees are located at level 5 of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland.

Key documents have influenced course development:

- National Occupational Standards in Health and Social Care (Skills for Care/ Skills for Health), (2012)
- Common Core Principles for Supporting People with Dementia (Skills for Care/ Skills for Health) (2011)
- Code of Conduct for Health Care Support Workers and Adult Social Care Workers in England (2013)
- National Minimum Training Standards for Health Care Support Workers and Adult Social Care Workers in England (2013)
- A Curriculum for UK Dementia Education (Higher Education Dementia Network, (2013)
- Supporting people to live well with dementia, Quality Standard 30. National Institute for Health and Clinical Guidance, (2013)

17. Support for students

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

The following roles, activities and documents provide support for Foundation Degree students in the Institute of Health and Society:

- Induction programme including inputs from course team, Registry and other student services
- Programme Leader and Course Leader
- Work based learning supervisor and mentors in practice to support work-based learning
- A nominated Personal Academic Tutor to provide pastoral support, academic advice and guidance, and assistance with PDP, as appropriate
- Course Handbook
- Module outlines which include module code, module title, level, planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists
- Learning and study guides, including Work Based Learning Handbooks for students and mentors.
- Information and Learning Services (ILS) provide library, IT, media and print support and provides an Information and Enquiry Desk and Study Guides
- Student Services provide a range of support including programme advisers, finance, welfare and accommodation advice, and additional Study Guides

- Student representation on Course Management Committee to address course-wide issues (StARs)
- Registry Services and the student online learning environment (SOLE page) provides details of modules, registration and results
- Student and academic support, representation and social networking via the Students' Union

18.   Admissions

Admissions Policy
The admissions policy for the programme is designed to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

Entry requirements
The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Candidates are encouraged to apply if they feel they can benefit from the programme.

Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications will be asked to demonstrate evidence of ability in literacy. All candidates are able to access a learning needs assessment.

Students whose first language is not English must have a minimum standard of English at IELTS 6.

Course Specific Entry Requirements:

- To fulfil the mandatory vocational practice learning element of the course, students will be required to undertake a minimum of 400 hours practice learning in a relevant setting during the course.

- Applicants who wish to use their current place of work for their work based learning must have approval by the Course Leader. They must also have the agreement of the relevant organisation in order to ensure that this can provide opportunities for successful achievement of Course and Module learning outcomes. Students must also be able to attend University for a minimum of one day per week for academic study (the study days may vary between intakes).

- Those applicants not already employed in suitable work environments have the responsibility to secure an appropriate placement. Course team will be available to assist in signposting students where necessary.

- Students will be required to travel to and from practice based learning at their own expense. This work based learning will (where possible) be mindful of student individual needs but must be focussed on providing suitable opportunities to enable the student to achieve their learning outcomes.

- All places are conditional upon a UW Occupational Health clearance.

- Students will be required to have a new Enhanced Disclosure and Barring Service (DBS) check. Students will not be able to commence practice until clearance is confirmed.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Students with relevant previous study at level 4 and 5 or extensive experience may be considered eligible for RPL. Credit can be given for individual modules. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions Procedures

All applications follow the UW admissions regulations and procedures. All applicants, irrespective of their pathway into the course, will be required to attend an interview prior to acceptance onto the course, and:

- All full-time applicants complete the UCAS application form
- Each application will be considered by UW Registry Admissions and the appropriate Course Leader
- Evidence of qualifications will be checked
- References and personal statements will inform the selection of candidates;
- Applicants are required to provide a reference (where possible from their last place of study, or from a suitable work based area).

Full-time applicants apply through UCAS (71L9)
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Students will be selected through a group interview process that will focus on:
- insight into their qualities and values;
- interpersonal and communication skills;
- small and larger group work skills
- written skills.

See Section 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

19. **Methods for evaluating and improving the quality and standards of teaching and learning**

Quality mechanisms and roles will chiefly be:
- Appointment of an External Examiner
- External moderation of assessment and External Examiner's Report
- Annual Evaluation Reports
- Student module evaluation
- Student evaluation through UW internal survey and National Student Survey (NSS)

- Quality assurance via Experts By Experience Group.
- Course Management Committee with student representation (StARs) each semester
- Internal moderation of assessment
- Post Examination Board Moderation Group
- Staff review and development
- Staff participation in research informed teaching and learning, scholarly activity and staff development

20.   Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#) (TCRF)

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
Cert HE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

21. Indicators of quality and standards

In 2013 the shared Foundation Degree programme had their five-yearly Periodic Reviews and was commended for:

- The transformational effect of the Course Team's support for students leading to raised self-esteem and career aspirations.
- The Team's collaborative and reflective approach to on-going course development.
- The impact of students in placements on the quality of life of service users and the recognition of this added value by employers.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

Links with Employers
Employer involvement is fundamental in the design of this programme. As part of the development the Course Lead met with employers from the voluntary, statutory and private sectors, within a range of settings, eg. Hospital, community and residential services. Valuable advice included; ensuring the course reflects the different contexts of dementia and skill sets required, encouraging students to see record keeping as part of person centred care – rather than a task to focus upon, and, following case studies as the same person's dementia journey progresses. Employer and Mentor input will continue to be integral to course development.

Course content and structure has been enhanced by feedback received from the LINK Group. LINK Group members are people living with dementia and family carers who work alongside the Association for Dementia Studies.

Graduate Destinations
Dementia is beginning to enjoy a higher profile nationally and internationally. This is reflected within and by initiatives such as, Living Well With Dementia: a national dementia strategy (Department of Health, 2009), and, The Prime Minister's challenge on dementia (Department of Health, 2012). There is an increasing focus on how services will contribute to enabling people to live well with dementia. The way in which support provided is changing. The Putting People First Concordat (HM Government, 2007) formally initiated a requirement to personalise care and support. Momentum to offer care and support that is "co-produced" and personalised is spreading across the sectors providing employment in dementia.

The Foundation Degree is designed so that it will support future employment within this context. For example;
- Working for statutory, voluntary and private organisations.
- Working within hospitals, the community, and residential care settings.
- Working with individuals as a personal assistant, and /or as part of a co-produced arrangement with those individuals.

- Working within a wider context, eg advocacy, housing, employment providing services to people with dementia.

The Foundation Degree also provides opportunities for leaders and managers within dementia to strengthen their qualification portfolio and pathway, to further their employment prospects within that context.

Student Employability
The Course will enhance student employability in several ways. For example,
 Experts by Lived Experience (people living with dementia, and family carers) will contribute to teaching as a core component of the course. This will enable students to understand the experience of dementia better, and improve their ability to empathise. Additionally, sound work based practice and values will be established and strengthened during the two years of the Course (e.g. the ability to meet deadlines, to prepare well, and to communicate effectively within a formal context). Fundamental to this is the consistent synthesis, within the Course's design and delivery, of the work place and classroom. Thus, students enhance their employability by using and developing a range of different skills in different contexts, and by bringing learning from one context to the other. Finally, the course works with the University's dedicated Careers Advice Specialists to ensure that students can receive support and guidance relevant to their own particular situation and employment ambitions.

The course provides clear progression routes for individuals in health and social care work. Students that successfully complete the course will exit with a Foundation Degree in Dementia Studies (FdSc Dementia Studies), which is a recognised qualification in its own right.

Progression Top-Up Degree(s)

Students who pass the Foundation Degree are eligible to progress on to the third year of existing degree programmes at UW. Specifically, this Foundation Degree will enable students to progress onto the BA (Hons) Applied Health & Social Science or BSc Health Sciences. Students are encouraged to apply by March before starting in September using the internal application available on the SOLE page. Students will need to consider topics for their independent study prior to starting in September.

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 s/he 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 module outlines and the course handbook.