Programme specification

1. Overview/ factual information

Programme/award title(s)	Diploma of Higher Education (DipHE) in Adult Care Leadership and Management level 5
Teaching Institution	University Centre Peterborough (Stamford campus & Peterborough Campus)
Awarding Institution	The Open University (OU)
Date of first OU validation	April 2024
Date of latest OU (re)validation	April 2024
Next revalidation	April 2029
Credit points for the award	240
UCAS Code	
JACS Code	B740 Adult nursing - The study of the principles and techniques to allow nurses to assess, manage, treat and monitor the provision of care of adults in a variety of settings.
Programme start date and cycle of starts if appropriate.	February 2025
Underpinning QAA subject benchmark(s)	Although there is no current underpinning QAA, the qualification is modelled on the QAA Social Work 2019
Other external and internal reference points used to inform programme outcomes. **For apprenticeships, the standard or framework against which it will be delivered.**	National Care Association Care England
Professional/statutory recognition	Alignment as an HTQ against ● ST007 Lead practice in Adult Care (Level 4) ● ST008 Leader in Adult Care (Level 5)

For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Blended delivery (e.g. 75% online & 25% face to face) Part time and Full time.
Duration of the programme for each mode of study	2 semesters (12 weeks each) per annum FT is two years, PT is 4 years

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 student module guide(s) and the student's handbook.
The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme Overview

2.1 Educational aims and objectives

- To provide a comprehensive programme of study in the field of Adult Care
- To provide students with the necessary practical and academic skills to enable them to progress or further their career in the Care sector.
- To develop students who are skilled to meet the local and national labour market needs in the field of Care.
- To graduate students with independence of mind and developed critical faculties
- To support students in developing a range of transferable skills and competencies needed to interact with interdisciplinary fields of practice, and the wider environment.
- To encourage a systematic, creative and flexible approach to solving complex social problems.
- To develop autonomous and reflective Care practitioners.
- To instil a lifelong passion for working within the Care Sector

2.2 Relationship to other programmes and awards

The progression into the DipHE Adult Care Leader level 5 includes the Health & Social Care Diploma level 3, Access to HE, and T Level in Health (Adult Nursing).

2.3 Please list where the work-related learning takes place.

Work-related learning is embedded:
● Level 4
  ○ Practise in the Health and Social Care sector - Report & reflection
  ○ Culture & communication - Presentation & portfolio
  ○ Professional principles and values in health and social care practice - Reflection & report
  ○ Supporting staff and clients - Presentation & Case study
● Level 5
  ○ Management & responsibility - Presentation & report with implementation plan
  ○ Person centred approach - Presentation & Portfolio
  ○ Leadership & professional development - Presentation & reflection/analysis
  ○ Innovative practice - Poster presentation & written assignment

2.4 List of all exit awards
Certificate of Higher Education upon successful completion of a minimum of 120 credits at Level 4

3. Programme structure and learning outcomes

3.1 Level 4

September start

NB Semester 1 is Sept – Dec, Semester 2 is Jan-April

Year refers to the student's study year e.g. Sept-August, January-December; not the academic year (September-August)

*Indicates that, as this is a January start, this is a new academic year, but the same study year for the student (e.g. Y1 S2 is in January, Y1 S1 is in the following September)

Programme Structure - Level 4 Full-Time September start					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Practise in the Health and Social Care sector Supporting staff and clients through significant life events Professional principles and values in health and social care practice Culture, communication & stakeholders	30 30 30 30	N/A		No No No No	Sem 1 Sem 1 Sem 2 Sem 2
Programme Structure - Level 4 Part-Time September start					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in

Practise in the Health and Social Care sector	30	N/A		No	Yr 1 Sem 1
Professional principles and values in health and social care practice	30			No	Yr 1 Sem 2
Supporting staff and clients through significant life events	30			No	Yr 2 Sem 1
Culture, communication & stakeholders	30			No	Yr 2 Sem 2

January start

NB Semester 1 is Sept – Dec, Semester 2 is Jan-April

Year refers to the student's study year e.g. Sept-August, January-December; not the academic year (September-August)

*Indicates that, as this is a January start, this is a new academic year, but the same study year for the student (e.g. Y1 S2 is in January, Y1 S1 is in the following September)

Programme Structure - Level 4 Full-Time January start					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Professional principles and values in health and social care practice	30	N/A		No	Sem 2
Culture, communication & stakeholders	30			No	Sem 2
Practise in the Health and Social Care sector	30			No	Sem 1*
Supporting Individuals through significant life events	30			No	Sem 1*
Programme Structure - Level 4 Part-Time January start					

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Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Professional principles and values in health and social care practice	30	N/A		No	Yr 1 Sem 2
Practise in the Health and Social Care sector	30			No	Yr 1 Sem 1
Supporting staff and clients through significant life events	30			No	Yr 2 Sem 2
Culture, communication & stakeholders	30			No	Yr 2 Sem 1

No modules are compensatable, no modules are optional

3.2 Intended learning outcomes at level 4

Programme Learning Outcomes - LEVEL 4

Knowledge & understanding

Learning outcomes	Learning & teaching strategy/assessment method
A1 Evidence knowledge and understanding of the principle approaches for assessment, risk management and evidence-based practice.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.

These include:
• Traditional methods of lectures supported with seminars but also great emphasis is placed upon practical workshops, class discussions, interactive IT resources, case studies and a range of flipped classroom activities. |
| A2 Know and understand relevant legislation, statutory frameworks, ethical frameworks, standards, guidance and Codes of Practice and how to apply them in practice. | |

| A3 Demonstrate knowledge of mechanisms to support management of safeguarding, dignity, diversity, equity and inclusion within a person-centred approach. | • Fundamental to learning is the opportunity to embed knowledge in practice settings.

A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include summative essays, practice portfolios and oral presentations. To aid formative assessment, discussion boards, critical reflections and quizzes will be utilised to check understanding and academic progress. |

Cognitive skills

Learning outcomes	Learning & teaching strategy/assessment method
B1 Analyse and constructively critique theories, practice and research in the areas of a person-centred approach to care.	A broad range of teaching and learning strategies are utilised to develop students' cognitive skills at this level. Intellectual qualities are developed mainly through lectures, seminars and tutorials, where thinking, reflection and analytical skills are encouraged to be developed. Assessment of these skills is supported through requests for students to demonstrate analytical skills in their assignments. Formative assessment strategies offer students clear guidance with reference to future development of cognitive skills. Self-reflection and peer evaluation constitute an important part of formative assessment.
B2 Reason clearly, understand the role of evidence and make critical professional judgements.	
B3 Reflect upon a range of perspectives relating to recruitment and leadership, and consider how these underpin management practices.	

Practical and professional skills

Learning outcomes	Learning & teaching strategy/assessment method

C1 Have a well-developed ability to monitor, report and respond to changes in health, wellbeing and risk in line with legal and ethical information sharing frameworks.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include seminar approaches and practical activities that are both lecturer-led and student-led.
C2 Demonstrate self-awareness regarding own practice competencies, and support both own and others professional development in order to be an effective team.	Assessment methods used to assess practical and professional skills are based fundamentally on observation of the student. Students will actively demonstrate their self-awareness of their own practice competencies through a variety of assignments, including presentations, written reports, portfolios, written reflections, and implementation plans based on their placement or workplace, students will support both their own and their peers' professional development. This will be achieved through self-reflection, peer feedback, and active participation in class activities such as role-playing exercises that simulate real-world scenarios.
C3 Contribute to, promote and maintain a culture which ensures dignity is at the centre of practice	

Key / transferable skills

Learning outcomes	Learning & teaching strategy/assessment method
D1 Identification holistic, respectful solutions to promote and maintain health, inclusion, and wellbeing	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the key / transferable learning outcomes of this course.
D2 Have the ability to develop effective partnerships that support the person-centred approach.	Students will be encouraged to adopt a collaborative cross-disciplinary approach to learning with students across the education faculty and be supported to access university-wide learning opportunities on transferable skills.
D3 Demonstrate effective communication that supports integrated working with internal and external stakeholders to support the person-centred approach	A broad range of assessment methods will be utilised in this course to assess transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like

	reports, presentations and practical activities. Self-reflection and peer evaluation constitute an important part of formative assessment, with the aim of promoting self-development opportunities.

3.3 Level 5

September start

NB Semester 1 is Sept – Dec, Semester 2 is Jan-April

Year refers to the student's study year e.g. Sept-August, January-December; not the academic year (September-August)

*Indicates that, as this is a January start, this is a new academic year, but the same study year for the student (e.g. Y1 S2 is in January, Y1 S1 is in the following September)

Programme Structure - Level 5 Full-Time September start					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Person-centred approach to care	30	N/A		No	Sem 1
Leadership & professional development	30			No	Sem 1
Management & responsibility	30			No	Sem 2
Innovative Practice	30			No	Sem 2
Programme Structure - Level 5 Part-Time September start					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Person-centred approach to care	30	N/A		No	Yr 1 Sem 1
Management & responsibility	30			No	Yr 1 Sem 2
Leadership & professional development	30			No	Yr 2 Sem 1
Innovative Practice	30			No	Yr 2 Sem 2

Programme Structure - Level 5 Full-Time January start					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Management & responsibility	30	N/A		No	Sem 2
Innovative Practice	30			No	Sem 2
Person-centred approach to care	30			No	Sem 1*
Leadership & professional development	30			No	Sem 1*
Programme Structure - Level 5 Part-Time January start					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Management & responsibility	30	N/A		No	Sem 2
Person-centred approach to care	30			No	Sem 1*
Innovative Practice	30			No	Sem 2
Leadership & professional development	30			No	Sem 1*

*Indicates that, as this is a January start, this is a new academic year, but the same study year for the student (e.g. Y1 S2 is in January, Y1 S1 is in the following September)
No modules are compensatable, no modules are optional

3.4 Intended learning outcomes at level 5

<table>
<tr><td colspan="2" align="center">**Programme Learning Outcomes - LEVEL 5**</td></tr>
<tr><td colspan="2">**Knowledge & understanding**</td></tr>
<tr><td align="center">**Learning outcomes**</td><td align="center">**Learning & teaching strategy/assessment method**</td></tr>
<tr><td>A4 Evidence detailed knowledge of risk management, change management, assessment and outcome-based practice.

A5 Analyse the importance and relevance of legislative and statutory guidance to professional practice and quality standards.

A6 Demonstrate systematic knowledge and critical understanding of theories and models relating to change management, team performance, leadership and professional development.</td><td>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include:
• Traditional methods of lectures are supported with seminars, but also great emphasis is placed upon practical workshops, class discussions, interactive IT resources, case studies and a range of flipped-classroom activities.
• Fundamental to learning is the opportunity to embed knowledge in practice settings.

A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include summative essays, practice portfolios and oral presentations. To aid formative assessment, discussion boards, critical reflections and quizzes will be utilised to check understanding and academic progress.</td></tr>
<tr><td colspan="2">**Cognitive skills**</td></tr>
<tr><td align="center">**Learning outcomes**</td><td align="center">**Learning & teaching strategy/assessment method**</td></tr>
<tr><td>B4 Modify and adapt person-centred techniques and risk management to address the changing needs of diverse client populations and specific contexts.</td><td>A broad range of teaching and learning strategies are utilised to develop students' cognitive skills at this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, where thinking, reflection and analytical skills are encouraged to be developed.</td></tr>
</table>

B5 Analyse the strengths & limitations of communication in relation to staff performance, confidentiality, sharing information, quality assurance, safeguarding, and whistleblowing.	Assessment of these skills through summative assessment is supported through requests for students to demonstrate analytical skills in their assignments.

Formative assessment strategies offer students clear guidance with reference to future development of cognitive skills. Self-reflection and peer evaluation constitute an important part of formative assessment. |
| B6 Evaluate key theoretical concepts and process models relating to leadership, professional development, reflection and evidence-based practice. | |

Practical and professional skills

Learning outcomes	Learning & teaching strategy/assessment method
C4 Demonstrates a comprehensive understanding of person-centred theory, including co-production strategies to support health, well-being, diversity, and safety of clients.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include seminar approaches and practical activities that are both lecturer-led and student-led.

Assessment methods used to assess practical and professional skills are based fundamentally on observation of the student. Students will actively demonstrate their self-awareness of their own practice competencies through a variety of assignments, including presentations, written reports, portfolios, written reflections, and implementation plans based on their placement or workplace, students will support both their own and their peers' professional development. This will be achieved through self-reflection, peer feedback, and active participation in class activities such as role-playing exercises that simulate real-world scenarios. |
| C5 Manage resources and communication in delivering care efficiently and effectively, whilst ensuring compliance with regulations and organisational policies and procedures | |
| C6 Apply leadership and management theory to real world context including self-performance, team performance, organisation culture, resource management, and change management. | |

Key / transferable skills

Learning outcomes	Learning & teaching strategy/assessment method
D4 Have critical insight and confidence when developing a person-centred approach that responds to changes.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the key / transferable learning outcomes of this course.

Students will be encouraged to adopt a collaborative cross-disciplinary approach to learning with students across the education faculty and be supported to access university-wide learning opportunities on transferable skills. |
| D5 Translate policy and guidance into understandable information and effective processes for a range of audiences | |
| D6 Demonstrate autonomy to undertake self-directed study, utilise evidence-based research, and develop own and other's behaviours & practice in order to improve performance. | A broad range of assessment methods will be utilised in this course to assess transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, presentations and practical activities. Self-reflection and peer evaluation constitute an important part of formative assessment, with the aim of promoting self-development opportunities. |

4.0 Distinctive features of the programme structure

Students on the programme will all study the same core modules. No optional modules are available.

This DipHE Care Leader Level 5 aligns with the Institute for Apprenticeships and Technical Education (IFATE) frameworks and Higher Technical Qualifications (HTQs). The modules within this programme have been aligned to the Social Work 2019 Standards specifically, to greater support progression opportunities into the Care sector. It also embeds:
- EST007 Lead practice in Adult Care (Level 4)
- ST008 Leader in adult care (level 5)

Modules are offered in a blended format (75% online, 25% face-to-face).
Learners can complete individual modules and stack them towards the full qualification, or choose the modules (micro-credential) they need for specific skill development.
Applicants who have completed individual micro-credentials can receive credit towards the full programme.

5.0 Support for students and their learning.

While studying at UCP, students are provided with both academic and pastoral support through a variety of mechanisms. Regular tutorial sessions are built into all programmes delivered at UCP to provide students with the opportunity to access weekly additional support from their tutor. These sessions provide both group and one-to-one contact. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills whilst level 5 focuses upon developing skills, career progression and autonomy. As this is a diploma level 5 programme, it is acknowledged that not all students will choose to progress to a top-up programme and so wider progression opportunities are also covered within this academic year.

To support our student-centred approach, tutors have an open office policy and will facilitate one-to-one sessions outside of tutorial time to most appropriately support students.

UCP offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills (face to face and online). A series of sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

UCP also offers additional English as an Additional Language (EAL) sessions (by appointment) for students who need extra help to articulate their ideas effectively. In common with Study

Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile.

UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. Level 5 students will have the opportunity to mentor level 4 students after being fully trained to scaffold support and provide effective mentoring.

A dedicated Student Support Team ensures that there is easy access (face to face and online) to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor ensure that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior

6.0 Criteria for admission

- 48 UCAS Points.
- GCSE English language at a minimum of grade C or grade 4.
- GCSE Maths at a minimum of grade C or grade 4, or level 2 functional skills/key skills in Maths.
- If English is not the first language, an IELTS score of 6.0 or above is required, or an equivalent English Language qualification.
- Minimum of 7.5 hours per week in an adult care setting for the duration of the module

Admission to the programme is also possible for mature students without formal qualifications but with equivalent professional experience. Full details are available at the following link: https://ucp.ac.uk/supporting-you/ucp-policies/

7.0 Language of study

- English

8.0 Information about non-OU standard assessment regulations (including PSRB requirements)

- N/A

9.0 For apprenticeships in England End Point Assessment (EPA).

- N/A

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

UCP has 25 years' experience of delivering Higher Education courses. All members of the delivery team are appropriately qualified at the level they will be teaching. In addition to this they have many years of previous professional experience in their specialist fields and some continue to be actively engaged in the sector. All members of the team engage in regular CPD opportunities.

Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, Higher Education Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

When a module is delivered across two campuses there will be an identified Module Leader. This will ensure quality assurance processes are robust and any issues identified by the External Examiner can be managed effectively. The identified Module Leader will then convey any updates changes to any other delivery staff linked / responsible for the same module at the other campus.

The Module Leader will ensure marking and feedback is of the same standard by the internal moderation processes. The Module Leader will share creation of learning resources etc with the other tutor delivering the same module at the other campus and they will collectively write assessments which will be the same across campuses. There may be a separate VLE page due to timetabling etc. Library resources are purchased for all on the programme so this will ensure consistency of the student experience. The course team will also have regular planning meetings and ensure that any issues, training needs, quality matters and student feedback is responded to in a timely and documented manner. This will be closely monitored

by the Academic Office and HE Managers. Student feedback is also monitored via our committee structures.

Staff development is available at UCP colleges at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship. All of the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills.

Module evaluation surveys are undertaken each semester, which provide the team with evaluative feedback from students. However, in addition to this, the team regularly gathers student feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be continuously adapted to student feedback, if appropriate.

Future reviews

To ensure the programme's continued relevance and effectiveness, this course undergoes regular revalidations. This process involves gathering feedback from key stakeholders:

- Employers: Their input informs the programme's currency and alignment with current industry needs, particularly regarding technology and practice changes.
- Students: Their feedback on their learning experience helps us refine and improve the programme delivery and content.

The programme is not limited to review solely during revalidation windows. We can consider and implement necessary changes in response to significant legislative or technological advancements that might impact the sector, ensuring graduates possess the most up-to-date skills and knowledge. These would be identified through the annual programme review.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✔) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
4	Practise in the Health and Social Care sector	✔	✔	✔	✔			✔			✔	✔	✔
	Culture, communication & stakeholders	✔	✔		✔	✔		✔		✔		✔	✔
	Professional principles and values in health and social care practice	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔
	Supporting Individuals through significant life events		✔		✔	✔	✔	✔		✔	✔		✔

Level	Study module/unit	A4	A5	A6	B4	B5	B6	C4	C5	C6	D4	D5	D6
5	Management & responsibility	✔	✔	✔		✔			✔	✔	✔	✔	✔
	Person-centred approach to care	✔		✔	✔		✔	✔	✔	✔	✔		
	Leadership & professional development		✔	✔			✔			✔	✔	✔	✔
	Innovative Practice	✔		✔	✔	✔		✔			✔	✔	✔

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