| Middlesbrough College

| BA (Honours) Social and Public Sector Development [Top Up]

| Programme Specifications

April 2018

Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	B.A. (Honours) Social and Public Sector Development Top Up
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	N.A.
Date of latest OU (re)validation	N.A.
Next revalidation	N.A.
Credit points for the award	120
UCAS Code	N.A.
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Social Policy (2016) Business and Management (2015)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT Face-to Face
Duration of the programme for each mode of study	FT: 1 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	December 2017

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 students 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.

2.1 Educational aims and objectives

The overall aims of the programme are to:

- develop the knowledge and skills of students who have an interest Social and Public Sector development, with a view to gaining employment in this area;

- apply an evidence-based approach to examining both national and global practice development issues;

- enable students to participate in and utilise research, that synthesises evidence and makes suggestions for the future development of the Social and Public Sector;

- produce graduates with the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to, and find employment in, the Social and Public Sector;

- encourage personal reflection on knowledge, skills and attributes, linked to areas of personal interest within the Social and Public Sector, and to create a self-development plan linking to this;

- develop students to become fully independent learners, with an emphasis on developing skills through problem-based learning.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Applicants will usually progress from the FD Social and Public Sector Studies. Applicants will also be eligible to apply if they have completed either a foundation degree, HND or diploma in a related subject. Relevant subjects include: FdA in Early Years, FdA in Working with Children and Young People and the FdSc in Health and Well-being.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

NA

2.4 List of all exit awards

BA Social and Public Sector Development (80 Credits)
BA (Hons) Social and Public Sector Development (120 Credits)

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Strategic Management in the Social and Public Sector	20			Y	2
Ethical Practice and Legal Issues	20			Y	1
Community Surveillance, Health and Well-being	20			Y	1
Preparation for Dissertation	20			Y	Week 1-10
Dissertation	40			N	Week 11-30

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
A1: Demonstrate a comprehensive and detailed knowledge of key elements, concepts and theories that underpin Social and Public Sector Development. **A2**: Analyse and evaluate the impact of ethical and legal issues relevant to the Social and Public Sector.	**A1, A2**: This is addressed in three modules (Ethical and Legal issues, Strategic Management and Community Surveillance, Health and well-being) through a combination of lectures, academic support tasks and seminar tasks. Formative and summative tasks asses learning and provide students with feedback which further supports the development of academic skills. A specific example includes a mock court case in the ethics and legal Issues module which allows students to relate taught content to practice based themes.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A3: Plan, undertake and evaluate a negotiated, self-managed major project.	**A3, A4**: Although embedded throughout the programme, these two learning outcomes are largely addressed in the Preparation for Dissertation and Dissertation modules. Students are supported to develop research skills through formal teaching, following which they undertake an individual research project, supported through regular 1:1 supervision.
A4: Demonstrate a comprehensive and detailed knowledge of the evidence-based practice process.	
A5: Demonstrate a systematic understanding of a variety of ideas, contexts and models associated with management processes.	**A5**: The programme has been designed to progress from the FD Social and Public Sector Studies. At each level, students are introduced to knowledge, ideas and theory relating to business organisations. At Level 6, students are encouraged to examine skills of management and leadership which can contribute to employability skills. Although the modules provide a progressive route, students who have not previously studied the Foundation Degree will not be disadvantaged and all students can access support as required in all modules through module and programme tutorials.
A6: Critically appreciate the complex issues of diversity and inclusion in the social and public sector and be able formulate and advocate solutions to problems.	**A6**: The Community Surveillance, health and well-being modules has been designed to allow students to propose solutions to real world problems. They will be encouraged to examine current and historical social and health related problems and to predict the impact on services, proposing evidence-based solutions to minimise the problem.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Synthesise, appraise and evaluate data/evidence from appropriate sources that demonstrates application of best available evidence to support the development of Social and Public Sector Services.	**B1** The Community Surveillance, Health and Well-being module has been designed to allow students to propose solutions to real world problems based on the examination of data/evidence. They will be encouraged to examine current and historical, social and health related problems and to predict the impact on services, proposing evidence-based solutions to minimise the problem. Students will develop their knowledge through problem-based learning, and this will be demonstrated in the summative assessment.
B2: Question the orthodoxy of accepted professional practice using balanced, logical and supported arguments adopting an evidence-based approach.	**B2, B3, B4, B5, B6**: An example of the way in which learning occurs in relation to these learning outcomes is in the dissertation module during which students seek to answer a focused question on an aspect of practice. Students take an evidence-based approach to providing an answer and to proposing innovations for practice. Students are supported prior to undertaking this project in the preparation for dissertation module, during which a series of lectures and academic support tasks equip students with necessary research skills. Additionally, students are supported and encouraged to develop competence in the use of data during the Community Surveillance, Health and Well-being module.
B3: Confidently identify and define complex problems and apply appropriate theory based practice interventions to enhance the efficacy of Social and Public Sector Services.	
B4: Demonstrate intellectual flexibility and openness to new ideas to develop self-awareness and reflective practice, utilising appropriate tools and strategies.	
B5: Synthesise, appraise and evaluate data/evidence from appropriate sources to support independent judgements relating to community health and development approaches and reducing inequalities in society.	

3B. Cognitive skills	
B6: Synthesise, appraise and evaluate data/evidence relating to the management and development of Social and Public Sector services to make independent judgements.	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Operate ethically within the research process. **C2:** Act autonomously with limited supervision within ethical and legal frameworks. **C3:** Gather and select data/evidence from a range of appropriate sources. **C4:** Act with increasing autonomy, with reduced need for supervision and direction within defined guidelines relating to Social and Public Sector Strategic Management.	**C1, C2, C3, C4:** These themes underpin all level 6 modules. Formative and summative tasks asses learning and provide students with feedback which further supports the development of academic skills. A specific example includes a mock court case in the Ethics and Legal Issues module which allows students to relate taught content to practice based themes. A further example is in the Strategic Management Module during which formal lectures address leadership and management theory, leading to summative assessment involving the presentation of key research and data which address sustainability within business organisations.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Communicate clearly, fluently and effectively in a range of styles appropriate to the context.

D2: Select, apply and evaluate appropriate numerical and statistical methods for complex and open-ended tasks.

D3: Demonstrate both employment potential and ability to manage future professional development.

D4: Engage effectively in academic discussion and present arguments in a professional manner | **D1, D2, D3, D4**: Key Transferable Skills and academic skills development are embedded throughout the programme. Students are supported through tutorials and seminars as well as provided with developmental feedback on summative work. A range of assessment opportunities allow students the opportunity to address many different academic and professional skills, including both written and spoken assessments. This includes, for example the Ethical and Legal practice Issues module which includes a summative Mock Court Case Trail, which requires students to talk on professional roles and to verbally present and synthesise arguments. The college provides students with a range of support opportunities delivered via the VLE in addition to support at programme and module levels. |

[Please insert here title of exit awards(s) at Level 6]

B.A. Social and Public Sector Development (80 Credits)

B.A (Honours) Social and Public Sector Development (120 Credits)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The BA (Hons) Social and Public Sector Development provides students with a unique learning experience tailored to their interests within health care, social care and public health.

The programme enhances the employability potential of the students in a variety of different settings and features innovative assessment strategies that produce confident, critical and adaptable graduates.

This programme offers students a wide range of learning opportunities which provide a broad overview of the vast number of employment and career opportunities available in the social and public sector. A key feature is the opportunity at Level 6 to engage in modules which develop the student from both a business management perspective and a social research perspective. Therefore, allowing the student to develop a broad range of practice skills and knowledge which will allow them to access a range of career opportunities.

A further distinctive feature of this programme is the creation of a pathway through further study into a professional qualification. For example, this Level 6 Top-up option may lead to opportunities for further progression onto specialist Level 7 programmes, for example MA Social Work.

Students will be signposted accordingly and supported throughout their decisions making process by personal tutors and by College support services.

5. Support for students and their learning

5.1 Induction
The following activities are provided in Induction Week:

- Students are given the opportunity to attend taster sessions for Level 6 modules to give them a feel for the course and to provide an insight into dissertation modules.

- Alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve a First Class award.

- Current students are invited to a light lunch/buffet to meet and greet new students.

- A representative from the Student Union helps to elect Student Representatives.

5.2 Attendance Support

Attendance is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is emailed at the end of the session, asking if the student is well and reminding the student that they are required to let lecturers know if they cannot attend.

Where a student misses three consecutive sessions, the Year Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Year Tutor works with the college Student Support Staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, make a decision to withdraw or suspend as the timing of any withdrawal/suspension can affect their Student Loan.

5.3 Tutorial Support

Student tutorial opportunities are embedded in all modules. The dissertation module provides students with frequent tutorials and a high level of contact with the dissertation supervisor (approximately 30 minutes fortnightly). Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks. Tutorial support is also provided by the Year Tutor on a regular basis, with a minimum of three tutorials per year.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This advantage is due to the relatively small number of students and a mode of delivery that includes a significant amount of facilitation. There are, therefore, plenty of opportunities to encourage students to meet assignment deadlines. With respect to assessment, the mantra of 'little and often' is repeated from Induction Week onwards from staff in both formative and written, summative feedback. Another oft-repeated comment is that students must let lectures know as soon as possible if a deadline may be missed so that, where appropriate, a deadline *Extension* form can be completed (where such an extension is warranted.)

5.5 Summer Reassessment Period

Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or dyslexia has increased slightly. The Programme Team have all attended Staff Development sessions relating to both conditions - attendance at many of these sessions is mandatory. For students with dyslexia, staff have offer dyslexia-friendly versions of their notes and to include a higher-contrast background for notes projected to electronic whiteboards. Students declaring either condition receive a formal assessment after which the Programme Team are advised on the steps they must take. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

5.7 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which is built around formal teaching) followed by academic support tasks which allow the student to further develop knowledge of subjects outlined in the first part of the session. This delivery strategy ensures that theory is always applied and that knowledge and understanding are regularly checked and that formative feedback is continuous rather than focussed at specific points in the academic year.

In addition to in-session help, students can also make appointments (via email) to get support from:

- Members of the Programme Team - Module leaders, lecturers and instructor/demonstrators.

- The Programme Leader & Year Tutors: The Programme Leader (who has overall responsibility for the programme) is also the Year 3 Tutor. Programme Team members are identified to act as Year 1 and Year 2 Tutors. All Year Tutors hold termly tutorials.

The personal tutoring system is in place to support students' full engagement with their programme of study and to help students gain as much as possible from their time at the College. Though the emphasis is on academic support, tutorials are also an opportunity to raise pastoral issues which may be having an impact on a student's academic performance. Tutors can offer support and advice and, if required, direct students to further support services available within the College. In the final year students are encouraged to arrange tutorials as and when required.

5.8 Programme Documentation and Online Learning Support

Students are provided with Programme and Module Handbooks that contain comprehensive information on how their degrees and modules are structured and delivered. These documents are available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE). This VLE includes lecture notes and a range of video materials including based on formal taught content. Students use Canvas to submit assignments.

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6. Criteria for admission

Applicants will usually progress from the FdA Social and Public Sector Studies.

Applicants will also be eligible to apply if they have completed either a foundation degree, HND or diploma in a related subject. Example subjects include, FdA in Early Years, Fd in Youth, Childhood and Community Studies and the FdA Health and well Being. Applicants will need to demonstrate through interview that they have a strong vocational interest in developing their career in health, social care or public health. Functional (or Key Skills) Level 2 Maths and English is also required.

7. Language of study
English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N.A.

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

9.1 College HE Teaching and Learning
The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011, 2014, have enhanced the process to reflect the aims of the UK Professional Standards Framework and prepared the College to meet the expectations of the Teaching Excellence Framework.

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle throughout, has been around placing the student at the centre of the process to ensure that their learning and attainment of Learning Outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review.

As the College moves into 2017, the approach is being further refined to form part of the Departmental Review process which is being applied across the College. The distinct nature of HE provision however, is still reflected in the approach. A mark of the success of the approaches taken to date are reflected in the award of the GOLD standard in the recent Year 2 Teaching and Excellence Framework.

9.2 Observation of Teaching and Learning (OTL)
The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model, is aligned to the expectations of the UKPSF and the TEF. Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as the students progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an

observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity.

9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the Module Evaluation Questionnaires feed into Module Reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external Workforce Development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. A significant WFD programme in this regard is the Advanced Practitioner programme. Two Programme Team members have successfully completed the programme in 2014 (and the refresh in 2016). Advanced Practitioners share good practice around the college through a range of Staff Developments activities. One Programme Team Advanced Practitioner has delivered sessions on motivation, academic writing, early assessment of year one students and listening to the student voice. The other team Advanced Practitioner delivered a session describing assessment via *viva voce* to an HE in FE conference.

9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PgCE as part of the terms of their employment. A higher degree is desirable for all staff and for those teaching Level 6, holding a relevant level 7 qualification or the commitment to study for one is essential. Staff new to teaching HE at the College receive initial tailored CPD to help them to make the transition.

9.6 Staff New to Delivering at Level 6

New staff employed for the delivery of Level 6 awards are required to hold a relevant level 7 qualification. Those staff already teaching at the College making the transition to level 6 delivery are provided with funding and support to complete a level 7 qualification at the earliest opportunity.

Programme teams new to Level 6 awards, are provided with advice and guidance from the Higher Education Office (HEO) during the programme development phase to ensure that the teams have an understanding of the difference in expectations at level 6. As well as general information, which is also available via the VLE, teams are required to submit draft submissions for feedback. A process of meetings and regular reviews of the design and content of the new awards ensures that awards are aligned to the FHEQ and expectations of the UK Quality Code for Higher Education. In programme teams where there is no prior expertise amongst the team of delivering at

level 6, mentor support is provided by the HEO and experienced staff throughout the first year of delivery.

9.7 Ongoing Subject and Pedagogic Development
All HE teams share resources and good practice via the HE Staff Zone located in the HEO. The area is set up to encourage HE staff from across the College to meet, both formally and informally, to share good practice and discuss ideas and approaches to module and programme design and delivery. All teaching staff are supported by more experienced members of the team who act as mentors. In addition, the Cross-College learning and teaching mentors, made up of advanced practitioners, provide 1:1 support to teams as well as tailored CPD sessions. The College is adding a new post for the start of 2018, to further support the HE team as the College develops a range of new programmes and increases the number of Level 6 awards it offers.
The College has a HE Research and Scholarly Activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10. Changes made to the programme since last (re)validation
N.A.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe One - 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	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4
6	**Strategic Management in the Social and Public Sector**					✓			✓		✓						✓	✓		✓	
	Ethical Practice and Legal Issues	✓	✓				✓	✓	✓					✓	✓	✓		✓			✓
	Community Surveillance, Health and Well-being	✓			✓		✓	✓			✓	✓				✓	✓		✓	✓	
	Preparation for Dissertation				✓				✓	✓				✓	✓				✓	✓	
	Dissertation	✓		✓							✓	✓	✓	✓			✓	✓	✓		

Annexe Two: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.