

| Middlesbrough College

| BSc (Honours) Health, Wellbeing & Social Care (Top-Up)

| Programme Specifications

May 2018



Programme Specification

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

1. Overview/ factual information

Programme/award title(s)	BSc (Honours) Health, Wellbeing & Social Care (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)	Health Studies (2016)
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 year
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	May 2018

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.

2.1 Educational aims and objectives

The overall aims of the programme are to:

- develop knowledge and understanding of health and wellbeing in a contemporary and global context utilising evidence-based approaches;
- develop students' excitement about innovative and inclusive approaches to care and support;
- develop students' ability to understand relationships between physical and mental wellbeing;
- involve students in an intellectually stimulating and satisfying experience of learning and studying health and social care;
- provide a sector-relevant syllabus for practitioners, or for those aiming for employment in the health, social care and public health;
- develop students' enthusiasm, aptitudes and interests to bring out their full potential;
- produce graduates with the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to - and find/create employment in – health, social and community settings;
- develop fully independent learners.

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)

This BSc (Honours) Health, Wellbeing & Social Care (Top Up) award has been written to allow students from a range of backgrounds to 'top-up' to a full honours degree from a relevant Foundation Degree or equivalent Level 5 award.

This award is also a bespoke top-up route for students completing an extant Middlesbrough College FdSc in Health, Wellbeing and Social Support written by the current Programme Team and validated by another institution. This top up award will also become the bespoke route for a new Foundation Degree in Health, Wellbeing & Social Care which is being validated concurrently with this award.

For non-Middlesbrough College applicants, the Programme Team requires a foundation degree, HND or diploma in a related subject. All applicants need to demonstrate, through interview, that they have a strong vocational interest in developing their career in the Health, Social Care or Public Health sectors. All applicants are required to have English and Maths at GCSE Grade 5 or equivalent.

Where students are recruited from other institutions (or from a different foundation degree), the Preparing for Dissertation will not only prepare the student for their Dissertation module but will enable the transition to Level 6 study and to health-based

research and evidence-based practice. All students take part in a comprehensive induction to the college, LRC and student support systems.

On completion of the programme students will be able to apply for graduate positions within social care, family support, substance misuse, health promotion, community health and Assistant Practitioner roles.

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

N.A.

2.4 List of all exit awards

BSc Health, Wellbeing & Social Care [80 Credit Points]
BSc (Hons) Health, Wellbeing & Social Care [120 Credit Points]

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Preparation for Dissertation	20			Y	One (W 1-10)
Dissertation	40			N	Both (W 11-30)
Continuing Professional Development	20			Y	Both (W 1 to 27)
International Social Policy	20			Y	Two (W 16-30)
Community Health and Wellbeing	20			Y	One (W 1-15)

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
<p>A1: Demonstrate a comprehensive and detailed knowledge of key elements, concepts and theories that underpin health, social care and public health.</p> <p>A2: Evaluate appropriate legislation, international, national and local policies relevant to health, social care, social policy and community health initiatives.</p>	<p>A1: The <i>Preparing for Dissertation</i> and <i>Dissertation</i> modules provide students with the opportunity to enhance and develop their knowledge of key concepts and theories relevant to their topics of choice. Students are assessed via a literature review which is further developed - and the topic narrowed in focus - for the systematic review which is submitted as the dissertation project. The <i>Community Health and Wellbeing</i> module introduces students to concepts and theories that underpin community and public health approaches within lectures and seminars. Students are assessed in a written report for their ability to demonstrate a comprehensive and detailed knowledge of the concepts and theories relating to epidemiology. The <i>International Social Policy</i> module also develops knowledge and understanding of key elements, concepts and theories relating to social policy and welfare and students are required to demonstrate a comprehensive and detailed knowledge of these within their assessment which is an essay.</p> <p>A2: The <i>International Social Policy</i> module provides students with the opportunity to explore social policies in a variety of different countries that enables students to develop their comparative analysis skills. This activity is assessed in the summative essay.</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A3: Synthesise and critically appraise the development of health, social care and public health with particular reference to the global context in which care takes place.

A3: The *International Social Policy* module uses key lectures to introduce students to examples of policy developments in different countries. This activity is supported with the use of videos to engage and enthuse the students about innovative ideas. Students are also facilitated to use effective searching techniques using academic databases and are encouraged to build upon their skills of synthesis introduced in the *Preparation for Dissertation* module and the completion of a literature review.

A4: Plan, undertake and evaluate a negotiated, self-managed major project.

A4: The *Dissertation* module provide students with the opportunity to complete a negotiated, self-managed project. The topic area is explored throughout the *Preparing for Dissertation* module and students have key lectures that signpost the students to resources and strategies to enable success when writing a major project. The supervision support is used to facilitate this process and to provide formative feedback to encourage the development of skills and content.

A5: Demonstrate a comprehensive and detailed knowledge of models of reflection and supervision - and how to use them for self-development within employment in health and care.

A5: The *Continuing Professional Development* module uses lectures, seminars and workshops to support the development of knowledge and skills in relation to models of reflective practice, supervision, leadership and management and change. Students are facilitated to produce and critique evidence within their portfolio of evidence that can support their application to employment/further study. Students are facilitated to map their own experience, knowledge and skills to the professional standards of their choice, further enhancing the relevance of the module to their specific progression needs.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A6: Demonstrate a comprehensive and detailed knowledge of the evidence-based practice process.

A6: The *Dissertation* module enables students to engage in the research process of undertaking a systematic review. This consists of evidence-based practice techniques that are developed and the knowledge and understanding extended throughout the *Preparing for Dissertation* module. Students are assessed on their ability to formulate an answerable question, conduct a structured search, appraise the evidence and make recommendations for practice, following the cycle of evidence-based practice.

3B. Cognitive skills

Learning outcomes:

B1: Synthesise, appraise and evaluate data/evidence from appropriate sources to support independent judgements relating to health approaches and reducing health inequalities.

Learning and teaching strategy/ assessment methods

B1: Within the modules *Dissertation*, *Community Health and Wellbeing* and the *International Social Policy*, students are facilitated to extend skills developed in *Preparing for Dissertation*. These skills - synthesis, appraisal and evaluation of data/evidence are applied to in the context of the different approaches used within community health, public health and the wider social context that policy exists to reduce health inequalities. In all modules, students are encouraged to choose areas that interest them and are signposted to key resources. Students are also supported through their academic tutorials to reflect upon feedback from previous assessments and to use this feedback to further develop their skills throughout their academic journey.

3B. Cognitive skills

B2: Question the orthodoxy of accepted health, care and community-based practice using balanced, logical and supported arguments adopting an evidence-based practice approach.

B3: Confidently identify and define complex problems and apply appropriate evidence-based practice principles to enhance the wellbeing of individuals.

B4: Demonstrate intellectual flexibility and openness to new ideas to develop self-awareness and reflective practice, utilising appropriate tools and strategies.

B2: The *Preparing for Dissertation* module develops key skills in academic writing and critical thinking that enable students to use balanced and logical arguments within their discussion and critique. This activity is further developed in the *International Social Policy* module which facilitates students to utilise data/evidence and research from different countries to compare the approaches and outcomes of policy initiatives. Students are encouraged to question – utilising evidence and research - the accepted context in which policy development occurs within the UK. This activity is assessed in a summative essay.

B3: The modules *Preparing for Dissertation* and the *Dissertation* assesses students on their ability to formulate a focused question in order to sharpen the focus of their literature review/dissertation project. The *Community Health and Wellbeing* module introduces the students to identifying health needs within a defined population using appropriate sources and to make recommendations for innovative community / public health solutions to reduce health inequalities. This activity is assessed in a summative report.

B4: The *Continuing Professional Development* module requires students to produce two reflective accounts which form part of the assessment within a portfolio of evidence. This activity demonstrates students' ability to write critical reflective prose. Students are introduced to concepts of critical reflection in lectures and seminars supported by formative processes including tutorial support where students receive verbal feedback relating to their skill development.

3B. Cognitive skills	
B5: Demonstrate intellectual flexibility and openness to understanding challenges and solutions to social policy in a global context.	B5: The <i>International Social Policy</i> module utilises activities and research tasks to encourage students to gather and select data/evidence that can inform logical and balanced arguments. Lectures are also used to signpost students to resources that support critical thinking and the questioning of accepted truths/discourse. Students are also provided with the opportunity to lead a seminar where they present their findings relating to a chosen area of social policy within two different countries. This activity provides students with the opportunity for critical discussion and debate within a global context.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Operate ethically within a research process.	C1: The <i>Dissertation</i> module assesses students' ability to operate ethically within the research process, recognising when and why they would need to seek ethical approval and justifying why it is not required within secondary research. Students are assessed on their ability to recognise ethical issues in any process in which ethical considerations are relevant.
C2: Act autonomously with limited supervision within ethical and legal frameworks.	C2: The <i>Dissertation</i> module facilitates students to act autonomously as they work towards the completion of a major project. Limited supervision is provided in the form of tutorials - held once every two weeks - in order to maintain contact with their supervisor and to demonstrate their independence. Students are expected to incorporate ethical and legal frameworks and principles into their work.

3C. Practical and professional skills

C3: Gather and select data/evidence from a range of appropriate sources.

C3: The *Community Health and Wellbeing* module extends the evidence-based practice skills introduced in the *Preparing for Dissertation* module. Students are encouraged to think critically about the credibility and appropriateness of their sources when gathering and selecting data/evidence relating to epidemiology of a specific condition/public health issue. The *International Social Policy* module also provides students with the opportunity to demonstrate an ability to gather and select data/evidence from a range of appropriate sources. Throughout the *Dissertation* module students are assessed on their ability to conduct a structured search using the PICO/PIO method and to gather and select appropriate research for their dissertation project.

C4: Identify, plan and prepare for employment at an appropriate level within the health and social care sector.

C4: The *Continuing Professional Development* module enhances the employment potential of the graduates by utilising innovative assessment methods such as mock interviews. Students are assessed on their ability effectively to plan and prepare for a role within health and social care at a suitable level, enabling them to develop key transferable skills for employment.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy.</p> <p>D2: Communicate clearly, fluently and effectively in a range of styles appropriate to the context.</p> <p>D3: Select, apply and evaluate appropriate numerical and statistical methods for complex and open-ended tasks.</p>	<p>D1: The <i>Continuing Professional Development</i> module facilitates students to produce a portfolio of CPD evidence mapped to their future careers and to professional standards. Students are encouraged to evaluate their own skills and to plan - using reflective methods – their ongoing needs as a function of their career destination. This activity prepares students for their progression to employment/further study.</p> <p>D2: Throughout the programme a range of different assessment styles is used. The <i>Community Health and Wellbeing</i> module provides the students with the opportunity to write an academic report, the development of these skills is introduced in lectures. Tutorials are also utilised, so students can receive verbal feedback on their presentation and structure of the report. The <i>International Social Policy</i> module is assessed using an essay, the <i>Preparing for Dissertation</i> Module is evaluated via a literature review and the <i>Dissertation</i> module is graded through the application of a systematic review. Within the <i>Continuing Professional Development</i> module, students are assessed using a mock interview evaluating their verbal communication presentation skills and a portfolio of evidence.</p> <p>D3: The <i>Community Health and Wellbeing</i> module provide students with the opportunity to evaluate data for the triad of variables within epidemiology - person, place and time. This activity is assessed within a written report. Both the <i>Preparing for Dissertation</i> and <i>Dissertation</i> modules require students critically to appraise the evidence, data and research they have found and to utilise accurate application of numerical and statistical data.</p>

3D. Key/transferable skills	
D4: Demonstrate employment potential and manage ongoing professional development.	D4: The <i>Continuing Professional Development</i> module helps students to self-assess both their employment potential and their ability to manage future professional development. This activity is facilitated through interviews and the production of a coherent, logical and critical CDP portfolio preparing the student for future professional needs.

[Please insert here title(s) of exit award(s) at Level 6, if applicable]

BSc Health, Wellbeing & Social Care [80 Credit Points]

BSc (Hons) Health, Wellbeing & Social Care [120 Credit Points]

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

4.1 Delivery Schedule

Figure One (below) illustrates module delivery pattern for the programme across the 30-week, full-time academic year. The grey cells indicate weeks in which the module is delivered. The flexibility of this delivery pattern ensures student workloads are optimised, where appropriate allowing students to complete assessments early in the academic year. The delivery pattern also ensures that students receive feedback earlier in the year in order to develop their academic writing and skills as they concentrate on their final taught module and the 40 credit *Dissertation* module during the second semester (Weeks 15 to 30). The year-long module *Continuing Professional Development* ends in Week 27 in order to free up time for students to complete the Dissertation in Week 30.

Credits	Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
20	Preparation for Dissertation																														
40	Dissertation																														
20	Community Health and Wellbeing																														
20	International Social Policy																														
20	Continuing Professional Development																														

Figure One

4.2 Curriculum

The curriculum acts as a framework with which students can explore topics of interest. In every module students work with the module leader to choose the topic they will focus upon in their assessed work. For example, in the module *Community Health and Wellbeing*, students choose a public health issue/condition and develop their report using relevant statistical data and research. In the module *International Social Policy*, students examine two countries of their choice and two areas of social policy, allowing the to shape the curriculum to meet their areas of interest and promoting a unique learning experience.

4.3 Employability

Finally, the programme enhances the employability of the students in a variety of different settings through innovative assessment strategies designed to produce confident, critical and adaptable graduates.

5. Support for students and their learning

5.1 Induction

The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems and support is available to them; this includes the College's VLE - Canvas, as well as email and student accounts.
- Students also have an induction session with the College Resource Centre staff.
- Students are provided with Programme Handbooks at induction. The Programme Handbook provides details of learning and support resources available to students at this level of study. It also includes contact details of relevant staff and an overview of the programme, including module timetables and assessment dates (see Programme Handbook).
- Students are offered, as far as possible, the opportunity to meet with existing and previous students in induction or the early weeks of the programme. This provides insights into the experiences on the programme from a student's perspective, and normally serves to reinforce the range of advice and guidance that is available to them.
- Students have the opportunity during the induction week to meet with the programme team and some of the specialist staff (where available) and staff that they may come into contact with throughout their programme.
- The induction includes information on the range of support that is available to them; this includes an explanation of the different academic staff and roles that they may encounter throughout the programme such as Programme Leader, module tutor, Personal Tutor, etc.

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 academic tutorial opportunities are embedded in all modules. Formative and summative feedback tutorials sessions are also designed into each module and tutorial sessions are listed in Module Handbooks.
- Students are assigned a Personal Tutor in the first few weeks of the programme. They are then encouraged to meet with their Personal Tutor at least once a term who will discuss, record and monitor their progress. The Personal Tutor will be able to provide pastoral and educational guidance throughout the programme. This may include signposting students to workshops and seminars available to support students for academic and life skills development available at the College.
- The programme team is relatively small and includes the Personal Tutor and a Project Supervisor who is allocated in Week 1 of the Dissertation module. Students will make appointments to see their Project Supervisor on a regular basis and this will be monitored by the Personal Tutor. Project Supervisors are allowed to provide formative feedback once for each section of the dissertation project.

5.4 Supporting Transition to Level 6

The Preparation for Dissertation module provides students with lectures and workshops designed to help them succeed now and in the future. This includes; improving writing style and referencing, planning their literature review, developing health research and evidence-based practice skills and developing critical thinking and other key skills.

5.5 Summer Reassessment Period

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

5.6 Pastoral Support

Students are introduced to the Student Services Department and the Non-Medical Help Support Coordinator and the support services available are outlined to them at induction. This support is also referred to within written assessment feedback. If a specific need is recommended for a student e.g. assessment for dyslexia this is highlighted to the Programme Leader, who will liaise with the Non-Medical Help Support Coordinator, who is responsible for arranging the referral and supporting the student through the process. The outcome of this is fed back to the student and Programme Leader so that any specific needs/resources can be addressed. Academic tutorials are 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.

5.8 Academic Support

The delivery of many modules is based upon individual sessions that consist of two parts – a lecture (which introduces concepts and theory) followed by a facilitated session in which students undertake some form of research activity that encourages the increasing independence of students to find and locate academic source material. This delivery strategy ensures that theory is always applied, that key academic skills, knowledge and understanding are regularly checked, and that formative feedback is continuous as well as focussed at specific points in 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 and lecturers.
- The Programme Leader.

At key points during the academic year students are supported to identify their continuing personal development needs and are also offered opportunities to review the further educational provision and career opportunities available. This includes help with completing applications for further study or employment and interview technique. This is formalised through the Continuing Professional Development module.

6. Criteria for admission

Most applicants will progress from the College's Foundation Degree in Health, Wellbeing and Social Care. Applicants will also be eligible to apply if they have completed either a foundation degree, HND or diploma in a related subject. All applicants need to demonstrate, through interview, that they have a strong vocational interest in developing their career in the Health, Social Care or Public Health sectors.

All applicants are required to have English and Maths at GCSE Grade 5 or equivalent. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the work place to ensure that this adequately prepares them to cope with the academic level of study. References are sought, and evidence of applicable study considered. Admission tutors take into account any alternative qualifications or other experience they may have which will be considered under the College RPL process.

At the point of enrolment at Middlesbrough College, students are required to declare whether they have ever received, or have pending, a criminal conviction, caution, reprimand, final warning or prosecution. Middlesbrough College has a legal and moral duty to safeguard and promote the welfare of all children and vulnerable adults. Having a criminal conviction will not necessarily prevent a student from studying this programme as this will depend upon the background of the offence. Procedures are in place to support any student making a declaration of a criminal offence and provide appropriate guidance.

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. The current policy and procedure is nearing the end of a recent review and redevelopment ready for a September 2017 launch.

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 Three: Programme Theoretical Framework

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	Programme outcomes																		
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
6	Preparation for Dissertation	✓					✓		✓	✓					✓			✓	✓	
	Dissertation	✓			✓			✓		✓			✓	✓	✓			✓	✓	
	Continuing Professional Development					✓					✓					✓	✓	✓		✓
	International Social Policy	✓	✓	✓				✓	✓			✓			✓			✓		
	Community Health and Wellbeing	✓						✓		✓					✓			✓	✓	

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 section 3 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.