| Middlesbrough College

| Cert. HE Health, Wellbeing and Social Care

| Programme Specification

| May 2018

Programme Specification

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

1. Overview/ factual information

Programme/award title(s)	Certificate in Higher Education Health, Wellbeing and Social Care
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)	Foundation Degree Characteristics (2015) QAA 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 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 knowledge, understanding and application of concepts, theories and principles underpinning the care and support of service users in health and social care;

- develop knowledge and understanding of how to promote the safety and wellbeing of service users;

- develop reflective skills to develop and enhance student's self-awareness;

- develop key transferable skills relevant to employability and life-long 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)

The Certificate Higher Education *in Health, Wellbeing and Social Care* matches the content of the first year of the Foundation Degree *Health, Wellbeing and Social Care* and as such students have the option to 'step off' after one year of study with a recognised qualification or to progress to the second year of the Foundation Degree *Health, Wellbeing and Social Care*.

Students can apply for professional courses upon completion of the Cert. HE *Health, Wellbeing and Social Care.* Completion of the full Foundation Degree *Health, wellbeing and Social Support enables students to* apply to top-up their Foundation Degree with a bespoke BSc (Honours) *Health, Wellbeing and Social Care*. Students can also apply for employment in a range of roles within Health, Public Health and Social Care.

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

Students who are not currently in employment in the health and social care sector will usually commence work-based practice from Week 6 of the programme and will normally complete 150 hours (e.g. 20 days x 7.5 hours) per year. Placements are currently organised by the College and a Placement Co-ordinator appointed by the College. Placements are vetted according to College policy and procedures to ensure the suitability and safety for the students.

For applicants in employment, a letter of support from the manager is required. If the applicant's workplace is currently not part of the College's placement scheme, the organisation is first vetted by the College.

Students are prepared for placements during the theory component of the 60-credit work-based learning module; *WBL: Health and Social Care Practice*. In the WBL module, an e-Portfolio is used as a record of practice experience corresponding to the Standards of the Care Certificate. Students are also introduced to the Essential Evidence required for the successful completion of the e-Portfolio and support is provided through the *WBL handbook*.

Students are supported in practice by a Practice Mentor and an Academic Mentor. The Practice Mentor is a nominated member of staff from the practice setting who is an experienced practitioner; their role is to support the student during their work-based practice. The Practice Mentor will normally hold a registered qualification - e.g. social worker, nursing or a registered manager's qualification - and have a minimum of two years post-registration experience. The Practice Mentor provides learning opportunities and resources relevant to the programme and ensures a safe learning environment.

The Practice Mentor and student are also supported by the Academic Mentor, who will visit the student and Practice Mentor if this is required at any point during the programme to discuss the student's progress. The Practice Mentor is involved in agreeing student Action Plans and formative progress reviews. All Mentors sign to confirm that:

1. Any written work the student has completed is relevant to the practice setting.
2. The student has completed the required practice hours.
3. The student has behaved in a manner that demonstrates safe and effective practice relevant to their role.
4. The student has worked with clients and colleagues in a respectful manner that is commensurate with the service/organisation's code of conduct.

The Academic Mentor and Placement Mentor are available for support via telephone or email at any point in the programme, particularly where the Mentor or student has concerns e.g. regarding the student's practice or the Practice Placement. The Practice Mentor is provided with a Mentor Handbook detailing their role and responsibilities. The Mentor Handbook also includes details of the programme and the student's learning requirements, including assessments and dates for formative meetings in practice.

Practice Mentor workshops are offered biannually to provide training and introduce them to the requirements of the e-portfolios. The workshops are also an opportunity for dialogue and problem-solving between Mentors from different practice settings. Workshops are normally offered in the autumn and summer term once students have been allocated to a placement and Practice Mentors have been identified.

2.4 List of all exit awards

Certificate in Higher Education (Cert HE) Health, Wellbeing & Social Care [120 Credits]

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Academic Study Skills and Digital Literacy	20			Y	1 and 2
Safeguarding Vulnerable Individuals	20			Y	1
Health and Wellbeing in Context	20			Y	2
WBL: Health and Social Care Practice	60			N	1 and 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy / assessment methods**
A1: Describe, explain and utilise key elements, theories and concepts that underpin health and wellbeing.	**A1**: The modules *WBL: Health and Social Care Practice* and *Health and Well-Being in Context* use a combination of lectures, seminars and workshops to introduce key elements, theory and concepts that underpin health and wellbeing. Students are encouraged to discuss their own observations and experiences (particularly in relation to their placement) and utilise this dialogue as the basis for developing an understanding of sociological concepts. Activities are used to reinforce both the language used within the sector and professional expectations. This activity is assessed via five reflective accounts within an e-portfolio, as well as the reflective care study where students are required to utilise these concepts.
A2: Describe, explain and apply legislation, policies and guidelines relevant to health, social care and public health.	**A2**: The module *WBL: Health and Social Care Practice* provides an underpinning of legislation, policy and guidelines relating to health and care in general. All written work should be supported with the relevant policy and guidelines that underpins practice. In the module *Safeguarding Vulnerable Individuals*, the focus moves to legislation as it links directly to the safeguarding of vulnerable individuals within health and care. All modules cover relevant legislation and policy associated with the specific topic area, for example, within the *Health and Wellbeing in Context* module there is a significant focus upon the Care Act 2014 and how this is used to support individuals with care needs.
A3: Identify and explain the importance of ethical values, codes of practice and principles in the health, community and social care settings.	

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

	A3: The module *WBL: Health and Social Care Practice* introduces the students to concepts and theories relating to ethics and professional principles of health and care. Students' e-Portfolios are mapped to the standards within the Care Certificate and students are assessed on their ability to demonstrate knowledge and understanding, skills and practical experience relating to these standards. Throughout their reflective care study, students are expected to demonstrate knowledge and understanding of the ethical, professional and legal issues relating to their area of practice.
A4: Identify and explain the changing nature of health, social care and public health provision in the UK prior to, and since development of, the welfare state.	**A4**: The module *Health and Wellbeing in Context* explores the changing nature of health and social care since the introduction of the welfare state, including social change and political influences. Students are facilitated to explore concepts associated with the move away from institutional care and towards person-centred care and the policy and processes that have contributed to the changes. This activity includes the patient voice and narratives used to promote the rights of oppressed and minority groups.
A5: Describe and explain person-centred care and strategies used to empower, safeguard and minimise risk for individuals within their care.	**A5**: The module *Safeguarding Vulnerable Individuals* employs a combination of lectures, seminars and research tasks to promote knowledge and understanding of the strategies used to safeguard individuals and to assess and minimise risks within multiple settings. Tutorials are utilised to provide verbal feedback for students' presentations and workbooks. In the module *Safeguarding Vulnerable Individuals*, the focus moves to legislation as it links directly to the safeguarding of vulnerable individuals within health and care.
A6: Describe, explain and utilise key elements of evidence-based practice.	

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

	A6: The module *Academic Skills and Digital Literacy* introduces students to evidence-based practice approaches to finding and selecting research. Lectures are used to introduce the students to PICO/PIO and formulating research questions. Workshops are used to support the development of searching in academic databases using Boolean Operators. Students are assessed via their ability to produce an essay using academic conventions for writing, based on a research question, demonstrating structured search techniques and utilising the evidence/ research and data that they have located.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Gather, record and describe data and information from a range of sources to demonstrate application of best available evidence to support practice.	**B1:** The *Academic Study Skills and Digital Literacy* module introduces key concepts in evidence-based practice including the use of PICO/PIO/PEO to formulate questions and search academic databases. This activity is assessed via a series of questions in a workbook where students formulate their own focused question, conduct and record a search and write an essay applying the best available evidence to the focused question. This activity is further developed in the module *Work-Based Learning Health and Social Care Practice*, where students use a reflective model to identify an aspect of practice and an approach/ intervention. Their reflective writing involves applying the best available evidence to effective care practice within the student's practice setting.
B2: Justify the use of evidence from a range of appropriate sources assessing the credibility, reliability and validity of the data.	

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3B. Cognitive skills	
B3: Apply given tools/methods accurately and carefully to a well-defined problem related to health and social care and appreciate the complexities of associated issues.	**B2:** Through lectures and workshops, the module *Academic Study Skills and Digital Literacy* facilitates students to develop their ability to use appropriate sources and justify their use. Students are assessed via their ability to assess the credibility, reliability and validity of the data being used within their workbook.
	B3: The module *Safeguarding Vulnerable Individuals* uses a series of keynote lectures to introduce students to the strategies used to both respond to and minimise the physical and psychosocial effects of abuse. Students are also encouraged - through the use of media case studies relating to social work interventions - to identify strengths and limitations of the approaches within a complex situation. This activity is further developed through the use of a serious case review within the assessment that uses a workbook to enable students to consider these strategies and their complexity.
B4: Recognise the provisional and changing nature of knowledge and practice related to client/user/carers in the health and social care sector.	**B4:** The module *Safeguarding Vulnerable Individuals* is delivered in the first 15 weeks of the programme reflecting the importance that students understand their role and the actions that they may need to take whilst working with vulnerable individuals within health and social care. Lectures and seminars encourage students to explore the historical context of safeguarding and how it has changed over time. This activity is completed by exploring and examining policy and guidance as well as through utilising additional resources that illustrate the changing nature of the sector. The module *Holistic Context of Care* extends the knowledge that has been developed throughout the programme in relation to policy developments within health and social care and the wider social, economic and political influences on the sector. Students are assessed via a 3,000-word essay that examines the changing relationships within health and social care.

3B. Cognitive skills	
	B5: The module *Health and Wellbeing in Context* uses a series of research tasks relating to gathering and describing data associated with inequalities and life chances based on sociodemographic characteristics. Students are encouraged to choose an area of focus for their individual 10-minute presentation to explore the life chances and health inequalities relating to a negotiated topic area.
B5: Gather, record and describe data and information from a range of sources relating to health inequalities and life chances.	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Recognise the limits and boundaries/scope of practice of workplace roles and work collaboratively and positively with others.	**C1**: Within the e-Portfolio assessment in the module *WBL: Health and Social Care Practice*, students reflect upon their ability to work collaboratively with others. Students are also expected to understand their role fully, as this is one of the standards within the Care Certificate to which they are required to map their knowledge and understanding, skills and experiences.

3C. Practical and professional skills	
C2: Recognise the importance of ethical and legal frameworks/codes of practice, which ensure the primacy of service-users' interests and wellbeing, safety and respects confidentiality.	**C2**: The module *Safeguarding Vulnerable Individuals* is assessed using a workbook and explores student's knowledge of codes of conduct and guidelines to promote the safety and wellbeing of service users. To promote understanding of safeguarding issues and practice, case studies observed in the BBC Documentary '*Someone to Watch over Me'* and a range published SCRs/SARs are used within formal teaching sessions. These activities enable students to observe and reflect upon procedures and practices which in turn, influence their own skill set. The formative assessment also familiarises students with the typical contents and requirements set out in a work-based safeguarding policy.
C3: Demonstrate confidence in managing lifelong learning skills	**C3**: The module *Academic Skills and Digital Literacy* introduces the students to concepts relating to key transferable skills required for lifelong learning, such as academic writing, research and referencing. The module *WBL: Health and Social Care Practice* further develops these skills but also adopts a reflective approach that enables students to identify their strengths and weaknesses and develop a personal and professional development plan based on the areas that they wish to develop. This emphasis on self-awareness is further developed in the compassionate care learning and development tool.
C4: Demonstrate a compassionate, person-centred and holistic approach to care.	**C4**: The *Health and Wellbeing in Context* module uses lectures and seminars to extend the knowledge developed in the module *WBL HSC Practice* relating to compassionate, person-centred and holistic care. Students are assessed (in an essay) on their ability to suggest the type of care/service provision that may be required depending on a person's stage in their lifespan; for example, older people may require care and support to enable them to stay in their own homes and for their wellbeing. Students are then required to look at approaches utilised in the sector and how they can adopt a person-centred and holistic approach.

3C. Practical and professional skills	
C5: Utilise evidence-based practice techniques to search academic databases.	**C5**: The *Academic Skills and Digital Literacy* module introduces the students to the concepts that are required for searching academic databases. This skill is also embedded in all modules and students are facilitated - through the use of research tasks - to develop these key literature-searching skills. From induction onwards, students are informed of the generic marking criteria and the importance of using academic source material. Students are warned about the impact of failure to utilise appropriate source material upon their grades and achievement.
C6: Review, monitor and reflect upon personal progress within the work/practice setting, utilising recognised tools.	**C6**: The module *WBL: Health and Social Care Practice* introduces students to key reflective tools - such as skills scan and SWOC. The module assesses student's ability to reflect upon the progress they make in a personal and professional development plan. Students receive formative feedback from both Academic and Practice Mentors three times over the year to support their reflective process. Students also use reflective tools to consider incidents that have resulted in new knowledge, skills or understanding within their practice setting.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Develop and implement a personal development plan.	**D1**: The module *WBL: Health and Social Care Practice* assesses students on their ability to develop and implement a personal and professional development plan to improve their professional and academic skills.
D2: Utilise writing skills appropriate to the context.	**D2**: In the modules; *Academic Skills and Digital Literacy; Safeguarding Vulnerable Individuals;* The *Health and Wellbeing in Context and WBL: Health and Social Care Practice* students are required to identify and utilise writing skills appropriate to the context. A variety of assessment methods are employed within the programme including essays, workbooks, reflective accounts and an e-Portfolio.
D3: Interpret and use statistical skills in simple contexts at a foundation level in the discipline.	**D3**: The module *Health and Wellbeing in Context* requires students to interpret and use statistics and data to support arguments presented in the assessed presentation relating to the life chances - and health inequalities - of their chosen topic, for example gender, age or disability.
D4: Prepare and deliver presentations to an audience.	**D4**: The module *Health and Wellbeing in Context* assesses the student's ability to undertake a 10-minute individual presentation.
D5: Demonstrate appropriate IT skills.	**D5**: The modules *WBL: Health and Social Care Practice* and *Academic Skills and Digital Literacy* assess students' abilities to demonstrate appropriate IT skills. These skills ae assessed through the completion of the NHS Elite certificates and the production of an e-Portfolio.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

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4. Distinctive features of the programme structure
• **Where applicable, this section provides details on distinctive featurs 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.

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	Academic Study Skills and Digital Literacy																														
20	Safeguarding Vulnerable Individuals																														
20	The Holistic Context of Care																														
60	Work-Based Learning: Health and Social Care Practice																														

Figure One

4.2 Employability and Progression

The Certificate in Higher Education Social Care has an excellent work-based element and as such, enhances student outcomes. Students benefit from a range of placement support to ensure that they gain the maximum benefit from the experience. The award enhances student employment potential and provides a gateway to further professional study.

Successful students can choose to progress onto a competency-based health care professional three-year degree. Alternatively, they can follow a non-competency route and enter Year 2 of the Foundation Degree *Health, Wellbeing and Social Care*, with the option of further progression onto a bespoke top up award at Level 6.

The use of innovative assessment strategies produces confident and articulate students who recognise the importance of patient-centred care, wellbeing and patient safety.

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. 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.

- Students have the opportunity during induction week to meet with the programme team and staff that they may come into contact with throughout their programme.

- Induction includes information about the range of support that is available to students; 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 and Pastoral Support

- Student tutorial opportunities are embedded in all modules. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

- Students are assigned a Personal Tutor in the first few weeks of the programme and are encouraged to meet with their Personal Tutor at least once a term, who will discuss, record and monitor their progress. The Personal Tutor is able to provide pastoral and educational guidance throughout the programme. This guidance 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 Academic Mentor (as practice link), this consistency of academic support is designed to enhance communication, feedback and support for students across the modules and year.

- Students are introduced to the Non-Medical Help Support Coordinator and the support services available are outlined to them at induction. This support may also be suggested in written assessment feedback. If a specific need is recommended for a student - e.g. assessment for dyslexia - this need is highlighted to the Programme Leader who liaises 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 process 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.

5.4 Supporting Transition to Level 4

- Students are introduced to academic study skills and principles of evidence-based practice to enhance their searching skills in the *Academic Study Skills and Digital Literacy* module. This module prepares students for the demands of higher education study and embraces the wide diversity of students attending the programme.

- Throughout the programme, key academic skills are embedded within the modules and students are encouraged to reflect upon their feedback and use this to improve their written work.

5.5 Summer Reassessment Period
Tutorials are provided for students offered reassessment and the facilities remain available.

5.6 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.

Students are supported throughout the programme to explore their progress and determine their continued learning needs through reflection, so developing the attributes necessary to become lifelong learners.

At key points during the academic year, students are supported to identify their continuing personal development needs and are also offered opportunities to review additional educational provision and career opportunities available to them. A Career Service is available within the College. This activity includes help with completing applications for further study or employment and interview technique.

5.7 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 based on formal taught content. Students also use the VLE to submit assignments.

6. Criteria for admission

6.1 Criteria for Admission
Typically, applicants will hold a BTEC Level 3 qualification in Health and Social Care, Access to HE, or other related Level 3 qualifications or an A-Level profile that demonstrates strong performance in a relevant subject. All applicants are required to have English and Maths at GCSE Grade C or equivalent such as Functional or Key Skills Level 2 Maths and English if not included in the above qualifications. Related work experience is preferable but not essential.

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.

Applicants who meet either of the above criteria are invited to a selection interview at the College. Acceptance for the programme is conditional upon the following:

- Successful enhanced DBS clearance.
- Documented evidence of employer and Practice Mentor support (where applicable).

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, however, their acceptance will be determined by nature of the offence, students may also be provided with information regarding limitations on career opportunities following completion of the program. Procedures are in place to support any student making a declaration of a criminal offence and provide appropriate guidance.

6.2 Recruitment Strategy
Over the past few years, new marketing strategies have been developed by the College HE management and *HE Marketing Working Group* and approved by the College's Academic Board. These strategies include improving HE materials on the College's revamped web site, a College HE Prospectus, more focussed Level 3 and Foundation Degree Graduate Progression events and targeted marketing to Level 3 and Foundation Degree students in print and social media.

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.

Teaching across the HE provision is innovative and further encourages teaching staff to work in partnership with students to ensure all learning needs are addressed. Teaching is delivered using a range of lectures, tutorials, seminars and academic support tasks which provide opportunities for students to further embed their learning independently. Academic support tasks develop independence and confidence in learners, but with the reassurance that staff support is available. This also provides ongoing opportunities for formative feedback throughout the year.

The HE model of delivery also provides an opportunity for staff to engage in research activity and professional development, and other tasks which align with the role of Higher Education Lecturer.

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 2018 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. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in tutorials, which are regularly included in the structuring of modules, but also available at any point by request of a student.

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.

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	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
4	Academic Study Skills and Digital Literacy						✓	✓	✓						✓		✓			✓			✓
	Safeguarding Vulnerable Individuals		✓			✓				✓	✓			✓						✓			
	Health and Wellbeing in Context	✓			✓							✓				✓				✓	✓	✓	
	WBL: Health and Social Care Practice	✓	✓	✓				✓					✓	✓	✓	✓	✓	✓	✓			✓	

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 then English** must have programme specifications both in English and the language of delivery.