| Middlesbrough College

| Foundation Degree Social and Public Sector Studies

| Programme Specifications

April 2018

Programme Specification

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

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Social and Public Sector Studies
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	240
UCAS Code	N.A.
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Foundation Degree Characteristics (2015) 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: 2 years
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	October 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;

- Develop the students experience of the social and public sector through work-based learning. At each level, students engage with social and public-sector services for 90 hours, and this is supported by a 40 credit module at each level. At Level 4, it is aimed that students engage with practice areas which are of interest to them in order to allow the student to examine and develop working practices specific to that area to inform future career development. At Level 5, the focus for work-based learning changes from developing knowledge to applying skills and working practice. Students will identify one area of practice to engage with, and will take part in the implementation of a project which leads to change within the setting;

- Develop an evidence-based approach to examining both national and global practice contexts through the examination of political and economic influences on the social and public sector;

- Produce graduates with the sector-relevant skills, knowledge, understanding and professional attitudes required to 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 academic skills which contribute to independence and autonomy, and which allow progression to Level 6 study.

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)

Throughout the programme, opportunities are presented to allow students to develop employability skills in preparation for a career in the social or public sector. This activity begins at level 4 with an exploration of aspects of social and public sector practice, progressing through to the inclusion of a reflection on knowledge and skills, alongside a plan for further learning and development at Level 5. Students can then consider progressing to a Level 6 programme or into an employment.

A BA (Hons) *Social and Public Sector Development* Top-Up is also being validated to provide an ideal Level 6 programme.

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

Work-based Learning takes place at both Level 4 and 5. At each level, students study a 40-credit module which accounts for 80 hours assigned learning in a work based setting.

Level 4: Developing Concepts of Working Practice (40 credit, WBL module)

This module allows students to begin to identify concepts of working practice through the undertaking of 90 hours work based shadowing. Students are encouraged to visit a range of settings which align with their personal interests and career aspirations.

Level 5: Applying Concepts of Working Practice (40 credit, WBL module)

Progressing from Level 4, this module allows students to continue to learn in the work setting. However, level 5 requires students to apply knowledge and skills of working practice to contribute to a project which leads to change within their setting.

2.4 List of all exit awards

Cert. HE Social and Public Sector Studies [120 Credits]
Foundation Degree (Fd) Social and Public Sector Studies [240 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**
Policy and Practice with Political Influences	20			Y	1
Safeguarding Vulnerable Individuals	20			Y	1
Understanding Social and Public Sector Organisations	20			Y	2
Criminology, Crime and Society	20			Y	2
Developing Concepts of working Practice	40			N	Year Long

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: Demonstrate knowledge of the key foundations of social and public sector practice. **A2:** Describe and explain a range of ideas, concepts, principles and frameworks associated with social and public services.	**A1**: The key foundations of practice are examined in the Safeguarding Vulnerable Individuals, Policy and Political Issues and work-based learning modules. Students are introduced to the introductory concepts of practice which form the key foundations of the social and public sector. This is summatively assessed in the work-based learning portfolio and associated 4000-word report, which also draws on learning and teaching form the other modules.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

	A2: This Learning outcome is addressed in several modules which encourage students to think about a wide range of impacts on the work setting, including political, national and local issues. A range of summative assessment tasks provide various opportunities for students to demonstrate their knowledge including reports, presentations and essays.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Discuss issues associated with personal and professional development in relation to social and public service concepts.	**B1**: Students are encouraged to think about personal and professional development in several modules, in particular in the work-based learning module which encourages students to reflect on practice, developing a plan for future learning.
B2: Recognise new ideas relating to aspects of practice, justifying conclusions and making links to theory.	**B2:** This learning outcome encourages students to look at the social and Public Sector form a range of approaches and angles. In the policy and political issues module they are encouraged, for example, to consider a range of different political ideologies and the impact this has had and will have on service development.
B3: Interpret and apply data/evidence from a variety of sources in the examination of social and public sector services.	**B3**: Students are supported throughout level 4 to develop skills in searching for, interpreting and applying a range of data and statistics. This is assessed during formative and summative tasks in the Criminology module, for example.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Develop a portfolio of employability skills, linked to an insight into the range of career opportunities in the social and public sector	**C1**: Students are encouraged throughout the programme to reflect on their career interests and the knowledge and skills which relate to this area. In particular, in the work-based learning module, students are required to reflect on their skills and knowledge and to form a plan for career development. This prepares students for further study at level 6, or for accessing employment opportunities upon completion of the Foundation Degree.
C2: Recognise issues within practice and apply practical and professional approaches to identify desirable outcomes.	**C2**: This learning outcome is supported by the Safeguarding Vulnerable Adults module and the Understanding Organisations module. Lectures support students to explore a range of approaches to practice and to consider the different techniques, working practices and processes which may be applied.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Identify and develop skills appropriate to the workforce, adopting a range of roles within a team. **D2:** Utilise IT systems for the development of work. **D3:** Demonstrate numerical and statistical skills.	**D1:** Students engage in work-based learning across the entire level. They are encouraged to visit a range of settings which allows them to explore several practice roles. **D2**: Amongst the examples of the development and use of IT Skills and systems is the development of an e-portfolio which forms the summative assessment for the work-based learning module. Students are supported to use this system through seminars and tutorials, and through e-learning resources. **D3:** 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. 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(s) of exit award(s) at Level 4, if applicable]

Cert. HE Social and Public Sector Studies

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Social and contemporary Issues	20			Y	1
The External Environment	20			Y	2
Using Research in Social and Public Sector Practice	20			Y	2
International Policy and Political Issues	20			Y	1
Applying Concepts of Working Practice	40			N	Year Long

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1: Demonstrate a detailed knowledge of key aspects of social and public sector practice.	**A1**: This is begun at level 4 and continued through level 5 as students are encouraged to develop their knowledge by attending lectures and engaging in work-based learning, academic support tasks and independent study.
A2: Critically analyse a range of ideas, concepts, principles and frameworks associated with social and public services.	**A2:** This learning outcome is embedded in several modules. For example, students will study a range of principles relating to social and contemporary society, which will be summatively assessed in a literature review.
A3: Explore the hierarchical structure of the social and public sector including consideration of international, national and local perspectives within a changing society.	**A3:** This learning outcome is addressed through a series of lectures and academic support tasks. It is further embedded through experience during the work-based learning module. In particular, the

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A4: Apply enquiry-based approaches to explore evidence and influences which inform the development and shaping of social and public sector services	international policy perspectives module provides an opportunity for summative assessment of this learning outcome. **A4:** The Research in Practice module and External Environment module complement each other in addressing this learning outcome. In both modules, students are encouraged and supported to develop skills in using, analysing and applying data and evidence and are supported through lectures and formative and summative assessment tasks.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1: Critically consider issues associated with personal and professional development in relation to social and public sector career pathways.	**B1**: Several opportunities are presented throughout both levels of the programme for students to consider their personal development. Experiences in the work-based learning modules at levels 4 and 5 are aimed to allow students to develop in independence and confidence as the programme progresses. This is reflected in the differing nature of the summative assessment tasks. At level 4, the summative report is based largely on student's observations, however at level 5 students play an active role in the delivery of a project.
B2: Demonstrate intellectual flexibility and openness to new ideas relating to aspects of practice and service development and delivery.	

3B. Cognitive skills	
B3: Analyse, apply and interpret data/evidence from a variety of sources in the examination of social and public sector services **B4:** Employ balanced, logical and supported argument, relating theory to practice when examining the changing nature of the social and public sector.	**B2, B3 and B4:** Several level 5 modules aim to develop an ability within the student to view the changing nature of the social and public sector with a flexible and innovative approach. The Research in practice module supports students through lectures and academic support tasks to develop skills in searching for and selecting evidence. The summative assessment allows students to apply this evidence and to reflect on opportunities for development in practice linked to their findings.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Develop a portfolio of employability skills, linked to an understanding of career pathways within the social and public sector. **C2:** Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques.	**C1**: Students are encouraged throughout the programme to reflect on their career interests and the knowledge and skills which relate to this area. In particular in the work-based learning modules, students are required to reflect on their skills and knowledge and to form a plan for career development. This prepares students for further study at level 6, or for accessing employment opportunities upon completion of the Foundation Degree. **C2:** As the programme progresses, it is required that students begin to develop an understanding of the ethical aspects of practice. This begins, for example, at level 4 when issues such as consent and confidentiality are addressed in the Safeguarding module. This progresses into Level 5 with this learning outcome addressed in both taught content and summative assessments during the Social and contemporary issues module, for example. Students are then enabled to study this subject further at Level 6 in an ethics-based module.

3C. Practical and professional skills	
C3: Act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines, in tasks relevant to social and public sector employment.	**C3:** Students are encouraged to develop confidence and independence throughout this programme. This is best demonstrated by the progressive nature of the work-based learning modules. At level 4, the summative report is based largely on students' observations, however at level 5 students play an active role in the delivery of a project, which requires the demonstration of autonomy.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Identify and develop skills appropriate to the workforce, adopting a range of roles within a team and contributing to effective team work.

D2: Utilise IT systems for the development of work.

D3: Apply numerical and statistical skills. | **D1**: Students engage in work-based learning across the entire programme. At Level 4, students are encouraged to visit a range of settings which allows them to explore several practice roles. At Level 5, students further explore the different contributions an individual person may make to a team through the delivery of a work-based project. This is supported by classroom-based teaching, in addition to work-based learning, and assessed in a project report which forms part of an e-portfolio.

D2, D3 and 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. The college provides students with a range of support opportunities delivered via the VLE in addition to support at programme and module levels. |

3D. Key/transferable skills	
D4: Reflect systematically on performance to further develop learning.	

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

Foundation Degree Social and Public Sector Studies

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**

This programme offers students a wide range of learning opportunities that provide a broad overview of the vast number of employment and career opportunities available in the social and Public Sector. This activity is further supported by classroom-based learning opportunities which include access to a range of guest speakers. Students are supported to use this understanding and use the contacts made to explore a range of career opportunities and identify a future career pathway.

At Level 5, students build upon their knowledge and understanding of the sector and personalise their learning through the yearlong work-based learning module. Students are supported to engage with their chosen organisation to produce a work-based project which allows them to demonstrate their understanding and showcase their skills. Links to theoretical underpinning are made and students are taught to engage with the literature to present an evidenced based approach to their work.

The broad nature of this award supports students to access a range of Level 6 programmes, specifically the BA (Honours) Social and Public Sector Development which is also being validated. Level 6 Top Up options may lead to opportunities for further progression onto specialist Level 7 programmes, for example MA Social Work. Students are 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 two taster sessions for Level 4 modules to give them a feel for the course and to get them into the recording studios as early as possible.

- 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. Formative and summative feedback tutorials sessions are also designed into each module and feedback tutorial sessions are listed in Module Handbooks.

5.4 Encouraging Completion
One 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 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 started to 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 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.

6. Criteria for admission

Students must be able to demonstrate the ability to study at Level 4 through completion of a level 3, or equivalent programme. Students must also have English and Maths at GCSE Grade C or equivalent. Additionally, students must have completed a satisfactory Enhanced Disclosure and Barring Service Check.

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.

Advice and guidance is available for students who are prevented from engaging in specific work-based learning activities due to issues relates to their DBS. Students may, in exceptional circumstances, be supported to engage with the social and public sector through desk-based research and through opportunities which include open public access, and therefore, no requirement for a DBS.

Work-based visits may commence following induction to the module, and upon completion of a satisfactory DBS check. DBS checks are completed prior to enrolment onto the programme, however, as described above, flexibility has been built into the programme to allow students sufficient time to complete work-based visits in the event of a delay in processing the DBS application. Students will be supported to arrange their visits to work settings. Module tutors and placement co-coordinators will provide guidance to students, however, students will be encouraged to independently approach organisations to arrange work based opportunities following induction to the module. Further detail is provided in the Work Based Learning Handbooks for each Level of the programme.

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.

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 2018, 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 2019 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.

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	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
4	**Developing Concepts of Working Practice (WBL)**	✓	✓			✓		✓		✓			✓	✓		
	Policy and Practice with Political Influences	✓	✓				✓	✓			✓				✓	
	Safeguarding Vulnerable Individuals in Society	✓				✓					✓				✓	
	Criminology, Crime and Society		✓					✓							✓	
	Understanding Social and Public Sector Organisations		✓			✓	✓			✓	✓		✓			

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
5	**Applying Concepts of Working Practice (WBL)**		✓	✓		✓		✓		✓		✓	✓			✓
	Using Research in Social and Public Sector Practice				✓		✓	✓		✓	✓			✓		✓
	The External Environment		✓		✓			✓	✓		✓				✓	
	International Policy and Perspectives	✓		✓			✓	✓	✓			✓			✓	
	Social and Contemporary Issues	✓	✓					✓			✓		✓	✓		

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.