

# Middlesbrough College

| BA Degree Social & Community Studies

| Programme Specification

September 2023





## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (hons) Social & Community Studies
<b>Teaching Institution</b>	Middlesbrough College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2023
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	September 2028
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	Sept 2023
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">Social Policy 2019</a> <a href="#">Youth &amp; Community Work 2019</a>
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	<a href="#">Framework for Higher Education Qualifications QAA Quality Code</a>
<b>Professional/statutory recognition</b>	n/a
<b>For apprenticeships fully or partially integrated Assessment.</b>	n/a
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT – face to face
<b>Duration of the programme for each mode of study</b>	FT 1 year (30 weeks)
<b>Dual accreditation (if applicable)</b>	n/a
<b>Date of production/revision of this specification</b>	Jan 2023

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:

- enable students to:
  - o Evaluate theoretical concepts in a range of areas associated with social and community settings
  - o Assess the ethics and values that underpin social & community work
  - o Recognise how National Legislation and Policy initiatives impact on social and community work
  - o Employ effective working practices, policies and procedures that exist within social and community-based settings
- prepare students for continuing study should they wish, through the use of undergraduate skills;
- enable students to evaluate their current skill set in the context of industry/employer needs and the possibility of study beyond Level 5;
- embed reflection in practice in order that students establish personal and professional development goals;
- promote and develop 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)

Students can progress from Level 5 of the Foundation Degree through successful achievement of 240 credits onto the BA (hons) Degree.

## 2.3 List of all exit awards

BA (hons) Social and Community studies  
BA Social and Community studies (80 Credits)

### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 6</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Ethics, Practice and legal issues	20			Yes	1
Crime and Society	20			Yes	1
Leading social and community organisations	20			Yes	1
Psychosocial perspectives and practice-based intervention	20			Yes	2
Prep for dissertation	10			Yes	2
Dissertation	30			No	2

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

BA (hons) Social & Community Studies (120 credits)

BA Social & Community Studies (80 credits)

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>A1:</b> Demonstrate a comprehensive and detailed knowledge of key elements, concepts, issues and theories that underpin work within Social and Community-based sector.	<b>A1:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to demonstrate a comprehensive and detailed knowledge of key elements, concepts, issues and theories that underpin work within Social and Community-based sector.
<b>A2:</b> Analyse and evaluate the impact of ethical and legal issues relevant to the Social and Community Sector.	<b>A2:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to individually analyse and evaluate the impact of ethical and legal issues relevant to the Social and Community Sector.
<b>A3:</b> Demonstrate a comprehensive and detailed knowledge of evidence-based practice.	<b>A3:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to individually Demonstrate a comprehensive and detailed knowledge of evidence-based practice.

### **Learning Outcomes – LEVEL 6**

#### **3A. Knowledge and understanding**

<b>A4:</b> Critically review appropriate research methodology and methods in considering social and community sector processes	<b>A4:</b> Student learning is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity ensures that students are in a position to individually critically review appropriate research methodology and methods in considering social and community sector processes.
--	--

#### **3B. Cognitive skills**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>B1:</b> Synthesise, appraise and evaluate data/evidence from appropriate sources concerning the Social and Community based sector.	<b>B1:</b> At Level 6, students are re-introduced to a range of disciplines to develop skills in synthesis, appraisal and evaluation of data/evidence from appropriate sources concerning the Social and Community based sector. The aim of each session is to further develop student led/centred activity where learners can practice and develop their research skills and/or analysis of journals or provided data.
<b>B2:</b> Use balanced, logical and supported arguments to question the orthodoxy of accepted professional practice	<b>B2:</b> The aim of each session is to further develop student led/centred activity where they can employ balanced, logical and supported argument relating to discussions on social and community settings. supported through discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work.



<b>3B. Cognitive skills</b>	
<b>B3:</b> Demonstrate intellectual flexibility and openness to new ideas	<b>B3:</b> The aim of each session is to further develop student led/centred activity where they can demonstrate intellectual flexibility and openness to new ideas. supported through discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work.
<b>B4:</b> Define complex problems and apply appropriate theory-based practice interventions to enhance the efficacy of the Social and Community based Sector.	<b>B3:</b> The aim of each session is to further develop student led/centred activity where they can define complex problems and apply appropriate theory-based practice interventions to enhance the efficacy of the Social and Community based Sector.. supported through discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work.
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>C1:</b> Operate ethically within professional and research process.	<b>C1:</b> The significance of ethical matters is facilitated through a blend of tutor and student-led activities, supported by discussion, case study analysis, journal presentations, Q&A, individual and group research activities as well as feedback on formative pieces of work. This activity enables students to be in a position individually to appreciate and operate ethically within social and community settings.
<b>C2:</b> Be able to act autonomously with limited supervision or direction within agreed guidelines.	<b>C2:</b> The learning and teaching strategy is designed to encourage a progressive acquisition of subject knowledge and skills by moving from study methods that have a greater degree of support and assistance gradually towards more independence and self-direction. Students are also provided with the task of finding, reviewing and presenting current articles based around the topics covered in each session.

<b>3C. Practical and professional skills</b>	
<b>C3:</b> Plan, undertake and evaluate a negotiated, self-managed major project.	<b>C3:</b> Sessions and tutorials are designed to assist the students in planning, undertaking and evaluating a negotiated, self-managed major project. – assessed both in formative and summative assignments.
<b>C4:</b> Reflect systematically on performance to further critically analyse and develop learning	<b>C4:</b> Within tutorials - and in response to formative and summative feedback - students are encouraged to reflect upon their current strengths and areas for development and how they impact upon their capacity learn and also to engage with the type of employers and opportunities in which they are interested.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>D1:</b> Communicate clearly, fluently and effectively in a range of styles appropriate to the context.	<b>D1:</b> Tuition assisting and guiding students with communication skills - i.e. verbal, written, essay, report short or extended writing – is embedded in all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials will also assist in identifying any further development learners may require.
<b>D2:</b> Select, apply and evaluate appropriate numerical and statistical methods for complex and open-ended tasks.	<b>D2:</b> Tuition assisting and guiding students with selecting, applying and evaluating appropriate numerical and statistical methods for complex and open-ended tasks. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials will also assist in identifying any further development learners may require.

3D. Key/transferable skills	
<b>D3:</b> Utilise appropriate writing skills	<b>D3:</b> Tuition assisting and guiding students with utilising appropriate writing skills is embedded in all modules. Formative assessments and class work allow students to receive feedback on the skills they are developing. In addition, tutorials will also assist in identifying any further development learners may require.

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

BA (hons) Degree in Social & Community Studies [120 Credits]

BA Degree in Social & Community Studies (120 credits)

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

##### 4.1 A range of social and community contexts

This programme provides students with an opportunity to explore key themes within the overall context of the social and community sector: - Sociology, Ethics & Values, Leadership & Management and Psychology and the individual. These are mandatory modules, so the course does not, at this time, include elective modules. The overall approach enables students to study the application of these ideas across a range of contexts.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the workplace)*

##### 5.1 Induction

A detailed induction programme is provided to help students settle into the course and also to 'gel' as a group. The programme is designed to ensure that all students understand how to get the most from their programme of study and understand what the benefits being enrolled with the College. The following activities are provided in Induction Week:

- Students are given an induction assignment to give them a feel for the course themes and assessment methods and to get them into group working as early as possible.
- Tours of resources are included to encourage early engagement with support and facilities.
- Key information relating to health and safety, safeguarding and student regulations will also be provided.
- Where possible, Alumni speak to new students about their experience of the programme and specifically address what students need to do to achieve

- 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 Personal Tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the Personal 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

All students receive both subject and personal tutorials throughout the programme. Subject tutorials are part of the module delivery patterns and are designed to focus on and monitor student academic progress. The tutorials are delivered as a combination of group and individual sessions with each student having at least one 30-minute individual tutorial per term. Individual tutorials are an opportunity for the module tutor to identify any particular issues students may be having with the module and if necessary, signpost to any additional support that may be needed. Group subject tutorials are provided by the module tutor as opportunities to revisit particular aspects of the module and designed to reflect the students' development as independent learners. In the early weeks of Level 4, input will be tutor-led but this balance will shift toward more student-led activities by Level 5 so aiding transition from Level 4 to 5.

### 5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students spend with tutors. This 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. From Induction Week onwards staff give students feedback in both formative and written, summative feedback. Another oft-repeated comment is that students must let lecturers know as soon as possible if a deadline may be missed so that, where appropriate, a deadline extension form can be completed (where such an extension is warranted.)

### 5.5 Summer Reassessment Period

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

### 5.6 Pastoral Support

The amount of *ad hoc* pastoral support noted above is greatly valued by the students. More challenging are students who don't attend as is the effect of non-attendance upon their performance. In recent years, the number of students declaring Asperger's or

dyslexia has increased slightly. Students with learning issues are identified during the application process and when directed to the College HE ANC (Additional Needs Coordinator) who makes – or facilitates - assessments that result in a range of outcomes and guidance for the Programme Team. In addition, the Programme Team attend annual 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. The Programme Team have received many emails from students offering thanks for sensitive and timely support.

### 5.7 Academic Support

A specific module in HE study skills has been included within this programme and is delivered in the first semester at L4 to explicitly develop academic skills. From experience it has been recognised that many of the students we recruit need that extra aspect of support through a structured module and where this has been included on other courses within the college has been seen to have been useful and productive.

In addition, the delivery of many modules is based upon individual sessions that consist of two parts – topic input (lecturer led) followed by a facilitated session in which students tackle extension and development activities outlined in the first part of the session. This delivery strategy ensures that theory is always applied, that practical skills, knowledge and understanding are regularly checked, and that formative feedback is continuous rather than focussed on 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 & Personal Tutors:

The personal tutoring system is in place to support students' full engagement with their programme of study and 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 also available to students throughout each academic year (and for the duration of their registration) via a web-based Virtual Learning Environment (VLE) and Microsoft Teams. This online resource enables all lecturers to add lecture and supplementary notes as well as videos. All students submit assessments through the VLE, these are then marked through the same system. All students attend tutorial sessions at the beginning of the course in which they learn how to use the VLE (see section 5.10 below for further information).

### 5.9 Library and Learning Resources

Students can access a range of resources through the College Learning Resource Centre (LRC) and students attend a number of LRC introduction and help sessions during Induction Week and in the first few weeks of term.

Open access computers are available at various locations throughout the College and in all of the buildings where teaching takes place. In addition, there is a quiet room in the College LRC exclusively for higher education students. Access is dependent upon demand but is provided on a drop-in basis.

### 5.10 Virtual Learning Environment (VLE) and Microsoft Teams

Every programme has its own site on the College VLE which is a key resource to support student learning as well as engagement with the programme and the College in general. All teaching materials and general course information is backed up on the VLE, ensuring that students can access what they need when they need it. The VLE is also used as a portal to other sources of support. Students can access the programme of informal workshops designed to support their learning, including improving writing style and referencing, planning assignments, developing critical thinking and other key skills. Students also interact with staff and peers via Microsoft Teams.

### 5.11 Additional Learning Support

Any student that considers that they have - or may have - additional learning support needs can access a range of support through the College via the HE ANC and Student Support Services. Initial assessments are provided to support understanding of the range of support that may be needed which will then trigger the provision required.

### 5.12 Student Services

All students are able to access the College Student Services which are based in the Dock Street building which has its own reception and drop in facilities. As well as general advice about the College, the Student Services team also provide counselling, financial support, learning support, IT support and sign posting to additional or partner services.

### 5.13 HE Student Areas

All HE students have an area in the College that is exclusively for their use with the HE Centre (University Centre Middlesbrough).

### 5.14 The 'Job Shop'

The College provides has its own 'Job Shop' which was opened in 2013 and provides a range of support to students. As well as advertising vacancies provided by local employers, the Job Shop also provides a range of support to students, including; help with job applications, CV writing, interview preparation, job searching, writing covering letters and finding work experience. All of the support is available either through drop/bookable appointments or on-line tutorials <http://mbrojobshop.co.uk>.

Additional resources have enhanced the service provided by the careers team. The National Careers Service are now based in the college two days per week (Tuesday & Wednesday) providing specialist adult careers guidance. This will include 1-to-1 appointments, the team will also be providing group workshops that are sector specific with relevant labour market information, preparing the students for employment



including the hidden job market, placement opportunities and also roles in the third sector. Programme Lead will arrange at appropriate points throughout the academic year.

#### 5.15 The Fitness Studio

All students are entitled to free membership of the Fitness Studio. The Techno Gym equipped facility provides a range of cardiovascular and resistance exercise equipment. Together with the latest innovations in IT wellness programme monitoring, students can engage in regular exercise in a friendly and easily accessible environment. Support and guidance is available during opening hours from experienced staff.

#### 5.16 Other facilities

The College has a wide range of other facilities which students can access either free of charge or at subsidised or nominal rates. Examples include:

- 156 seat theatre which produces a number of performances throughout the year many of which are free for students to attend;
- Hair Salon providing low-cost services;
- Beauty Spa facility which offers; Jacuzzi, light therapy sauna and steam room, dry; flotation room, 39 private treatment rooms and nail bar;
- Waterside Brasserie, the award-winning College restaurant which is as well as offering excellent value for money.
- Professionally equipped Recording Studios.

### 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

Students will have a Foundation degree in Social & Community studies or 240 credits at level 4/5 in a relevant subject.

### 7. Language of study

English

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



## 9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

## 10. 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 and 2018, 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 2023, 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.

### 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 Education Inspection Framework (EIF), 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 students' progress, the balance gradually evolves to involve students as leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

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

### 9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through the Module Evaluation Questionnaires. In addition to five-point Likert scale questions, students are free to comment 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 the HE Student Council, Programme Boards, 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 Teaching innovation Groups (TiG) where staff work in small groups to research and evaluate a teaching innovation of their own choosing. For the 2022/23 academic year this has been extended to include wider research projects (linked to MC Rig – Middlesbrough College Research Group) where the intended outcome is to write an academic blog article or research paper for publication in a relevant journal.

### 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 Programme Teams share resources and good practice via Programme Boards, departmental reviews and the annual HE Conference. 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 provide 1:1 support to teams as well as tailored CPD sessions.

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

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

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

level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
6	Ethics, Practice and legal issues															
6	Crime and Society															
6	Leading social and community organisations															
6	Psychosocial perspectives and practice-based intervention															
6	Prep for dissertation															
6	Dissertation															

## Annexe 2: 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.