Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BSc (Honours) Health, Wellbeing & Social Care (Top-Up)
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2018
Date of latest OU (re)validation	May 2023
Next revalidation	May 2028
Credit points for the award	120
UCAS Code	A125
HECoS Code	100653
LDCS Code (FE Colleges)	00303467
Programme start date and cycle of starts if appropriate.	
Underpinning QAA subject benchmark(s)	Health Studies (2019) Social Policy (2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code QAA Characteristics Statement: Foundation Degree
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time, 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	March 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. Programme overview

2.1 Educational aims and objectives

The overall aims of the programme are to:

- develop knowledge and understanding of health and wellbeing in a contemporary and global context utilising evidence-based approaches;

- nurture and celebrate students' excitement about innovative and inclusive approaches to care and support;

- enhance students' ability to understand and determine the various representations of health and the multidimensional factors that can impact

- immerse students in an intellectually stimulating and satisfying experience of learning and studying health and social care;

- provide a sector-relevant syllabus for those aiming for employment in the health and social care sector;

- support and value students' enthusiasm, aptitudes and interests to bring out their full potential;

- produce graduates with the sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to - and find/create employment in – health, social and community settings;

- develop fully independent learners.

2.2 Relationship to other programmes and awards

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

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

This award is also a bespoke top-up route for students completing an a Fd Health, Wellbeing and Social Support which was written by the current Programme Team and is validated and taught by another local Higher Education Institution. This top-up award will also become the bespoke route for a new Foundation Degree in Health, Wellbeing & Social Care which is being validated concurrently with this award.

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

Where students are recruited from other institutions (or from a different foundation degree), the Preparing for Dissertation will not only prepare the student for their Dissertation module but will enable the transition to Level 6 study and to health-based research and evidence-based practice. All students take part in a comprehensive induction to the college, LRC and student support systems.

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

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

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

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

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

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

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

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A3: Synthesise and critically appraise the development of health, social care and public health with particular reference to the global context in which care takes place.	**A3**: The *International Social Policy* module uses key lectures to introduce students to examples of policy developments in different countries. This activity is supported with the use of videos to engage and enthuse the students about innovative ideas. Students are also facilitated to use effective searching techniques using academic databases and are encouraged to build upon their skills of synthesis introduced in the *Preparation for Dissertation* module and the completion of an academic poster, with oral justification.
A4: Plan, undertake and evaluate a negotiated, self-managed major project.	**A4**: The *Dissertation* module provide students with the opportunity to complete a negotiated, self-managed project. The topic area is explored throughout the *Preparing for Dissertation* module and students have key lectures that signpost the students to resources and strategies to enable success when writing a major project. The supervision support is used to facilitate this process and to provide formative feedback to encourage the development of skills and content.
A5: Demonstrate a comprehensive and detailed knowledge of models of reflection and supervision - and how to use them for self-development within employment in health and care.	**A5**: The *Continuing Professional Development* module uses lectures, seminars and workshops to support the development of knowledge and skills in relation to models of reflective practice, supervision, leadership and management and change. Students are facilitated to produce and critique evidence within their portfolio of evidence that can support their application to employment/further study. Students are facilitated to map their own experience, knowledge and skills to the professional standards of their choice, further enhancing the relevance of the module to their specific progression needs.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

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

3B. Cognitive skills

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

3B. Cognitive skills	
B2: Question the orthodoxy of accepted health, care and community-based practice using balanced, logical and supported arguments adopting an evidence-based practice approach.	**B2**: The *Preparing for Dissertation* module develops key skills in academic writing and critical thinking that enable students to use balanced and logical arguments within their discussion and critique. This activity is further developed in the *International Social Policy* module which facilitates students to utilise data/evidence and research from different countries to compare the approaches and outcomes of policy initiatives. Students are encouraged to question – utilising evidence and research - the accepted context in which policy development occurs within the UK. This activity is assessed in a summative essay.
B3: Confidently identify and define complex problems and apply appropriate evidence-based practice principles to enhance the wellbeing of individuals.	**B3**: The modules *Preparing for Dissertation* and the *Dissertation* assesses students on their ability to formulate a focused question in order to sharpen the focus of their academic poster/dissertation project. The *Community Health and Wellbeing* module introduces the students to identifying health needs within a defined population using appropriate sources and to make recommendations for innovative community / public health solutions to reduce health inequalities. This activity is assessed in a summative report.
B4: Demonstrate intellectual flexibility and openness to new ideas to develop self-awareness and reflective practice, utilising appropriate tools and strategies.	**B4**: The *Continuing Professional Development* module requires students to produce two reflective accounts which form part of the assessment within a portfolio of evidence. This activity demonstrates students' ability to write critical reflective prose. Students are introduced to concepts of critical reflection in lectures and seminars supported by formative processes including tutorial support where students receive verbal feedback relating to their skill development.

3B. Cognitive skills	
B5: Demonstrate intellectual flexibility and openness to understanding challenges and solutions to social policy in a global context.	**B5**: The *International Social Policy* module utilises activities and research tasks to encourage students to gather and select data/evidence that can inform logical and balanced arguments. Lectures are also used to signpost students to resources that support critical thinking and the questioning of accepted truths/discourse. Students are also provided with the opportunity to lead a seminar where they present their findings relating to a chosen area of social policy within two different countries. This activity provides students with the opportunity for critical discussion and debate within a global context.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1: Operate ethically within a research process.	**C1**: The *Preparation for Dissertation* and *Dissertation* module assesses students' ability to operate ethically within the research process, recognising when and why they would need to seek ethical approval and justifying why it is not required within secondary research. Students are assessed on their ability to recognise ethical issues in any process in which ethical considerations are relevant.
C2: Act autonomously with limited supervision within ethical and legal frameworks.	**C2**: The *Dissertation* module facilitates students to act autonomously as they work towards the completion of a major project. Limited supervision is provided in the form of tutorials - held once every two weeks - in order to maintain contact with their supervisor and to demonstrate their independence. Students are expected to incorporate ethical and legal frameworks and principles into their work.

3C. Practical and professional skills	
C3: Gather and select data/evidence from a range of appropriate sources.	**C3**: The *Community Health and Wellbeing* module extends the evidence-based practice skills introduced in the *Preparing for Dissertation* module. Students are encouraged to think critically about the credibility and appropriateness of their sources when gathering and selecting data/evidence relating to epidemiology of a specific condition/ public health issue. The *International Social Policy* module also provides students with the opportunity to demonstrate an ability to gather and select data/evidence form a range of appropriate sources. Throughout the *Dissertation* module students are assessed on their ability to conduct a structured search using the PICO/PIO method and to gather and select appropriate research for their dissertation project.
C4: Identify, plan and prepare for employment at an appropriate level within the health and social care sector.	**C4**: The *Continuing Professional Development* module enhances the employment potential of the graduates by utilising innovative assessment methods such as mock interviews. Students are assessed on their ability effectively to plan and prepare for a role within health and social care at a suitable level, enabling them to develop key transferable skills for employment.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1: Plan, manage and evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy.	**D1**: The *Continuing Professional Development* module facilitates students to produce a portfolio of CPD evidence mapped to their future careers and to professional standards. Students are encouraged to evaluate their own skills and to plan - using reflective methods – their ongoing needs as a function of their career destination. This activity prepares students for their progression to employment/further study.
D2: Communicate clearly, fluently and effectively in a range of styles appropriate to the context.	**D2**: Throughout the programme a range of different assessment styles is used. The *Community Health and Wellbeing* module provides the students with the opportunity to write an academic report, the development of these skills is introduced in lectures. Tutorials are also utilised, so students can receive verbal feedback on their presentation and structure of the report. The *International Social Policy* module is assessed using an essay, the *Preparing for Dissertation* Module is evaluated via an academic poster incorporating a literature review and the *Dissertation* module is graded through the application of a systematic review. Within the *Continuing Professional Development* module, students are assessed using a mock interview evaluating their verbal communication presentation skills and a portfolio of evidence.

3D. Key/transferable skills	
D3: Select, apply and evaluate appropriate numerical and statistical methods for complex and open-ended tasks.	**D3**: The *Community Health and Wellbeing* module provide students with the opportunity to evaluate data for the triad of variables within epidemiology - person, place and time. This activity is assessed within a written report. Both the *Preparing for Dissertation* and *Dissertation* modules require students critically to appraise the evidence, data and research they have found and to utilise accurate application of numerical and statistical data.
D4: Demonstrate employment potential and manage ongoing professional development.	**D4**: The *Continuing Professional Development* module helps students to self-assess both their employment potential and their ability to manage future professional development. This activity is facilitated through interviews and the production of a coherent, logical and critical CDP portfolio preparing the student for future professional needs.

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

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

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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
- **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

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4.1 Delivery Schedule

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

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

4.2 Curriculum

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

4.3 Employability

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

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

5.1 Induction
The following activities are provided in Induction Week:

- Students are given an induction to the College IT systems, this includes the VLE and any other communication/file sharing tools necessary. Any required support is also provided

- Students also have an induction session with the College Learning 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, Higher Education Office staff, including the Director of HE.

- alumni speak to new students about their experience of the programme.

- a representative from the Student Union helps to elect student representatives.

5.2 Engagement Support
Engagement 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 contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers 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, decide 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 HE Additional Needs 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 HE Additional Needs 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 or reasonable adjustments 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 Equality, Diversity and Inclusion
At Middlesbrough College we strive to ensure equality, diversity and inclusion in every aspect of our provision. We recognise and appreciate individual uniqueness and believe these should be embraced. We foster a culture where every individual feels supported, valued, respected and accepted regardless of their age, race, ethnicity, disability, gender identity or expression, sexual orientation, religion, or any other characteristic that makes them who they are.
Every programme reflects our commitment to create an inclusive environment where each individual has equal opportunities to achieve and succeed. Discriminatory

practice, unconscious biases and systemic barriers are challenged and eliminated. We will continue to develop a learning environment where we celebrate diversity, treat everyone with respect, dignity and fairness.

Inevitably, within this programme there will be a focus on wider structural and cultural issues that can potentially result in exclusion and disadvantage. These issues will be discussed and addressed at a module level and will be responsive to high profile events, media focus and the changing nature of society.

5.5 Supporting Transition to Level 6

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

5.6 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.7 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 to get support from:

- Members of the programme team - module leaders and lecturers.

- The programme leader & year tutors: the programme leader (who has overall responsibility for the programme) is available to discuss assessment extensions and barriers to learning. Programme team members are identified to act as personal tutors and are available to discuss emerging issues with personal circumstances and support needs.

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.

5.8 Programme Documentation and Online Learning Support

Students are provided with programme and module handbooks that contain comprehensive information on how their programme 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 the College Virtual Learning Environment (VLE). All teaching and learning content is made available via the VLE. This online resource includes lecture notes and a range of materials. Assessments are communicated to and submitted by students using the VLE.

5.9 IT Support
Students can also access remote support for learning via the college Reboot scheme and log IT support requests via the HALO system.

5.10 Library and Learning Resources
Students can access a range of resources through the college Learning Resource Centre (LRC) and associated online services. Online services are listed in the background document. Students can access specific sessions with the LRC staff regarding advanced academic and research skills. This activity is introduced as part of the induction sessions at the start of each year but can be revisited again throughout the year in refresher sessions. LRC term time opening hours are:

- Mon 08:30 -17:00
- Tues – Thurs 08:30 – 20:00
- Fri 08:30 – 16:30

College holiday opening hours:

- Mon – Thurs 08:30 – 16:00
- Friday 08:30 – 15:30

The LRC has space for individual and group study, including a quiet study area. There are multi-function printers on both floors. All physical books are stored in the LRC, allowing for easy access. In addition to the textbooks, fiction titles and wellbeing books are available to help students relax. Enrichment sessions offered as part of the service are held in the STEAM Lab within the LRC.

The LRC has been involved in the production of the documentation for this programme, all reading lists have been checked for updated versions and new titles purchased. The LRC provides books, e-books, and e-journals for each programme and subscribes to specialist databases needed for students to complete their assignments.

An online LRC Information section is maintained by the LRC (on M365). This is where students can search for books, e-books and e-journals, using:

- Heritage Online for books and e-books
- Discovery, our one stop shop for books, e-books and e-journals
- E-resources List, which lists each platform we subscribe to individually, as we know that some students find Discovery too large. We also provide user guides, written and video, for all the e-resources on our E-resources Guides page

Each course has a dedicated HE LRC Guides page on LRC Information, which provides quick links to Heritage Online and Discovery, as well as links to:

- Information and research skills pages which include a list of copyright free and open access resources
- Referencing
- The course's reading list

The LRC offers information skills support on the following:

- Searching expertly
- Referencing
- Using e-resources
- Using Microsoft Office

This is done in a variety of ways:

- Online through LRC Information
  - or in groups either in groups or through Teams, sessions are bookable through the Request Tutorial page on LRC Information
- For quick queries e-mail at LRCinfo@mbro.ac.uk, telephone on 01642 333226 or in person in the LRC
- Drop-in sessions in the LRC:

5.11 Virtual Learning Environment (VLE)
Every programme uses 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.

5.12 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. Initial assessments by the college HE Additional Needs Coordinator (ANC) are provided to support understanding of the range of support that may be needed which will then trigger the provision required. Students declaring any additional need receive a formal assessment, after which the programme team are advised on the steps they must take.

5.13 Student Services
All students can access 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 and signposting to additional or partner services.

5.14 HE Student Areas
All HE students have areas in the college that are exclusively for their use. In the University Centre, all HE students have access to an open-plan working area, which has access control to retain its exclusivity. As well as the open-access area, students may also use the teaching rooms and meeting/tutorial rooms when they are not in use for a pre-booked activity. Access to the University Centre is available 08:00 – 21:00.

5.15 The 'Job Shop'
The college has its own 'Job Shop' which 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 the support is available either through drop/bookable appointments or via on-line tutorials.

5.16 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 are available during opening hours from experienced staff.

5.17 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 several 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, steam room, flotation room, 39 private treatment rooms, and nail bar
- Fully equipped recording studios and control rooms.

5.18 Laptop Scheme
Middlesbrough College's MC Click scheme provides all HE students with a Microsoft Surface to assist with their studies. Students who complete the laptop scheme for 2 years get to keep the device. Any student who leaves within 2 years is required to return the device to the College.

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

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

All applicants are required to have English and Maths at GCSE Grade 4 or equivalent. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the work place to ensure that this adequately prepares them to cope with the academic

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level of study. Admission tutors take into account any alternative qualifications or other experience they may have which will be considered under the College RPL process.

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

7. Language of study

English

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

N/A

9. 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)

N/A

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

10.1 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 and 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,

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including a non-graded observation process. The underlying principle is to place 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. These approaches have been further refined to form part of the college departmental review process.

10.2 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 college 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 so that the students become 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.

10.3 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 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 both formal and *ad hoc* tutorials.

10.4 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. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

10.5 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.

10.6 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, 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 has a research and scholarly activity procedure which encourages and supports staff to maintain and annually update both pedagogical and subject expertise.

10.7 HE Digital Champion
The College is focussed on providing the highest quality online provision to enhance programmes delivered face to face. Each department has been allocated a 'digital champion', who is an expert practitioner using Microsoft 365 for teaching and learning. Digital champions are the first point of contact for any staff member requiring support with online teaching and learning, and they regularly provide in person and online sessions tailored to the specific requirements of staff. Digital champions are managed by the College Director of Digital Innovation who holds regular cross-college meetings where information/updates are shared to be passed on to departments.

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

As a result of the positive feedback from students, employers, Academic Reviewer and the External Examiner, outside of the updating of resources, there is only one minor change to this programme. This change is in relation to the assessment for the Preparation for Dissertation module. The assessment is currently a 4000-word literature review. Students have fed back to the programme team that it is difficult to differentiate between the material used in this assessment and source material that they go on to use within the Dissertation, thus increasing the risk of self-plagiarism.
The programme team are proposing to change the assessment to an academic poster with 15-minute oral justification. Not only will this support students in the challenges raised above, but it will also give a wider range of skill development and assessment methods across the programme.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

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Annexe 1 - Curriculum map

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

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

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.