Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Top-up Community, Public Health and Social Care
Teaching Institution	Calderdale College
Awarding Institution	The Open University (OU)
Date of latest OU validation	New Programme
Next revalidation	September 2022
Credit points for the award	120
UCAS Code	L5L1
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Framework for Higher Education Qualifications and SEEC Credit Level Descriptors (2010) QAA subject benchmarks Social Policy (2016), Social Work (2016) & Health Studies (2016)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT,DL)	1 Year Full Time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	September 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 programme aims to develop the skills necessary to work in industry and is based on the belief that experiential learning is a crucial element in developing students' knowledge of, and professional skills required to work successfully within relevant sectors. It has been developed with a focus on 'community', through discussion with community groups, employers and potential placement providers. Engagement has also taken place with past graduates of the FD Health and Social Care (University of Bradford) about the local need for community, public health and social care initiatives.

The specialist modules this programme will develop students' skills and understanding of Community, Public Health and Social Care Studies and related theoretical concepts such as community cohesion and the role of research methods in improving practice within organisations. Students are also encouraged to think in wider terms, some development points and aims of which are embedded in their programme, with voluntary or paid placements being encouraged.

Since the students who enrol on higher education programmes at the College are predominantly very local, the programme is focussed on local priorities and employment opportunities, which may include community projects and public health initiatives that are specific priorities for the Calderdale area and/or the Leeds City Region. Calderdale is the 89th most deprived local authority, according to the Index of Multiple Deprivation (IMD 2015), and around half of Calderdale's current higher education students come from the areas with the lowest participation rates in HE (according to the Participation of Local Areas (POLAR3) classification method). Deprivation and social justice are, therefore, key areas of focus for the programme as they are relevant concerns not only for the borough, but also for the students themselves.

This programme is designed to challenge and encourage students to ask questions of themselves and their role and deepen their understanding of the sector. The College is a learning organisation where the students are not passive consumers but actively construct their learning in partnership with staff and each other.

This programme is aimed at attracting a wider cross-section of individuals into higher education, both younger students completing Level 5 qualifications and adults who have relevant work experience, including in a voluntary capacity. This approach is informed by the commitment of the College to widen access to higher education whilst ensuring appropriate academic standards. The guiding principle underpinning the admission process is that the individuals are selected on the basis of their capability to benefit from, make a positive contribution to, and successfully complete their programme of study.

Aims

- Provide a programme which meets the needs of the sector for highly competent and professional practitioners

- Develop independent critical thinkers who use relevant theory and research to evaluate their effectiveness in providing high community, public health and social care practice

- Show evidence of a deepening and broadening understanding of key issues related to community, public health and social care

- Develop the necessary critical awareness to challenge personal values, assumptions and beliefs, combined with an open minded attitude that is responsive to change in order to enhance current roles, take on new responsibilities and pursue lifelong learning

- Develop the ability to use different methods of enquiry and data to inform issues and problems arising from values, assumptions, beliefs and practice

Objectives students will be able to:

- Demonstrate a broad knowledge base and understanding of community, public health and social care

- Exhibit an awareness of current subject specific debates, practices and approaches through the exploration of fundamental issues

- Demonstrate the ability to manage own learning and to work effectively as individuals and as members of teams, in learning environments and in the wider community

- Express the ability to evaluate information, using it to plan and develop strategies which explore possible solutions to unpredictable problems and to communicate clearly and effectively

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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 programme is a progression route for the HND Health and Social Care.
It may also provide a progression route for students who have completed an FD Early Years, but want to change focus to Community, Public Health and Social Care.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate a thorough understanding of research methodology/investigation appropriate to the topic selected. **A2 Demonstrate an understanding of ethical issues in community, public health and social care** **A3 Demonstrate knowledge and understanding of community cohesion and the barriers and challenges socially diverse communities may face** **A4 Demonstrate knowledge and understanding of a range of statutory and voluntary organisations within public health and social care and their roles within communities** **A5 Demonstrate knowledge and understanding of a range of contemporary social issues** **A6 Demonstrate an understanding of the concepts of user involvement, partnership working, advocacy and empowerment and reflect upon their impact on service development and delivery.**	Knowledge and understanding will draw on a range of learning and teaching methods appropriate to the demands of the modules. Students will learn through specially prepared programme material delivered through lectures, tutorials, seminars and using the virtual learning environment. Students will participate in reading and seminar groups to share sources of information and evaluate ideas. All teaching and assessment methods are reviewed at the end of year planning events. Students will also study independently through critical evaluation of current provision and practice. The assessment strategy for each module is detailed in the module specification and indicates the nature of both formative and summative assessment. Students will receive additional information and support from assessment briefs given by tutors. All module outcomes are assessed.

3A. Knowledge and understanding

A7 Demonstrate a systematic and detailed understanding of an aspect of community public health and social care scholarship. **A8 Demonstrate knowledge and understanding of the different management and leadership challenges within public and not-for-profit sectors**	

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply analytical techniques through developed higher level academic writing, referencing and critical thinking. **B2 Critically reflect on the relationship between theory and practice** **B3 Critically examine the relationship between policy and practice** **B4 Critically explore the results of inequality on service demand and provision, and the effects of anti-discriminatory practice** **B5 Critically evaluate literature related to the topic.** **B6 Critically analyse the organisational, legal and policy framework of a chosen organisation within the sector**	The intellectual and cognitive skills will be acquired through directed reading, supported by focussed questioning and critical discussion, project and assignment work relating theory to practice.Tutorial support and formative assessment provide the opportunity for guidance in the development of these skills.

3B. Cognitive skills
B7:Critically analyse leadership and management models

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate analytical and problem solving skills **C2 Demonstrate applied understanding of and commitment to ethical principles**	Students will learn through specially prepared programme material delivered through lectures, tutorials, seminars and using the virtual learning environment. They will also study independently through critical evaluation of current provision and practice. Practical and professional skills are taught through workshops, lectures, presentations, formative feedback and during tutorials. The assessment of practical and professional learning outcomes will require students to reflect on practice or other issues identified by the student.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Analyse issues of project planning and management **D2 Identify funding streams to support community based projects and evaluate public health, social care and community initiatives**	Teaching and learning strategy for key transferable skills will include applied workshops and enable students to relate to their prospective practice. Assessment methods used for assessing transferable skills learning outcomes will include an applied element.

3D. Key/transferable skills	
D3 Discuss and critically reflect on the role of a practitioner to support the needs of the service users to address the contemporary social issues in that sector **D4 Synthesise research findings with existing knowledge and understanding of the topic to justify standpoints and make recommendations related to further research and/or practice.**	

4. Programme Structure

Programme Structure - LEVEL 3			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Contemporary Social Issues Community Engagement Leadership and Management Community-based and Participatory Research Methods Dissertation	20 20 20 20 40		

Students achieving a minimum of 120 credit points exit with the award of BA (Hons) Community, Public Health and Social Care

Although it is not encouraged as the enrolment is for a BA (Hons) programme, students achieving a minimum of 60 credit points may exit with an unclassified BA (ordinary) Community, Public Health and Social Care. This will usually involve completion of the three 20 credit modules. For the exit award for the ordinary degree students must meet the learning outcomes for Contemporary Social Issues, Community Engagement and Leadership and Management modules totalling 60 credits.

5. 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

None

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6. Support for students and their learning

A comprehensive induction process takes place during the first week of the programme and allows students to locate and become familiar with key persons from the support services. Individual support is provided early in the programme to all students in the form of diagnostic assessment to identify any barriers to learning as early as possible. Furthermore, the Academic Skills Unit provide transition activities to equip students with knowledge and skills to tackle their programme, dispel apprehensions and facilitate peer support; thus fostering relationships between students and staff and between students and other students in the first stages of a programme. In addition students attend seminars and lectures designed to clarify aspects of the programme in particular those relating to the way modules are assessed together with what is expected of students in terms of their workload.

The Academic Skills Unit provides a range of support throughout the year in the form of provide one-to-one academic support (on site and through electronic means) or class workshops on specific academic skills. Graduate attributes are embedded in the workshops by developing students' academic skills in order to learn and study independently in technology enriched environments. The development of critical thinking skills allow students to consider global issues in relation to the programme subject and reflective writing skills contribute to successful creative and problem solving skills which equip students with the means to be enterprising.

A wide range of support is available from the College's Student Services such as the counselling service, financial support services, advice and guidance. Together with the Academic Skills Unit they also provide disability advice and support

The learning resources centres provide a range of support both on site and through the College VLE (see section 7).

Personalised student support, ensures students feel they are regarded and supported as individuals on their programme. Opportunities for student-staff contact is recognised as a key factor in student motivation and involvement and knowing members of staff well can enhance a student's experience. The use of a small academic programme team also helps students to get to know staff well as they will usually be delivering a number of modules on the programme. All staff are located in the same office which also aids availability and ease of contact

The students are allocated a personal tutor, who is also a member of the teaching team and has been involved with the induction activities. Personal tutors provide academic and pastoral support to students. During both levels the students will meet their Personal Tutor during induction week and at regular intervals (usually once per semester, although this can be more often if individuals have particular problems), to ensure they are progressing with their studies. Notes are taken during these tutorials a copy of which is later given to the student. This would include any agreed actions that were to be taken before the next tutorial meeting.

Students may also contact their personal tutors at any time during the academic year if they have any problems or issues that need resolving. Personal tutors are updated through the year on the academic progress of each of their students and meet with them at key points. Personal Tutors also monitor student attendance and where appropriate make contact to discuss any issues.

7. Criteria for admission

This is a level 6 entry programme and applicants will normally be expected to have an undergraduate qualification at level 5 worth 240 credit points including:
HND Health and Social Care and related qualifications

The College actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) and applications will be considered on an individual basis. All credit from prior learning to be approved by the University.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission are expected to be able to communicate effectively in the English language. Suitably qualified overseas applicants may be required to evidence this by achieving a minimum of International English Language Testing System (IELTS 6.0) or Test of English as a Foreign Language (TOEFL: 550 or equivalent).

Entry will be dependent upon both their academic abilities and their personal skills and qualities. An applicant's ability to work practically will be explored in an interview.

It is anticipated that the programme will recruit:
2017-18   8-10
2018-19   10-12
2019-20   12-15

8. Language of study

English

9. Information about assessment regulations

Forms of Assessment

Assessments on this programme vary with each module but take the form of essays, critical evaluations, case studies and presentations etc. as appropriate to each module. For each module there are two stages of assessment – the first one is the formative assessment. This is usually a draft of part of work or a presentation of ideas that can be assessed by a module tutor to give guidance on how the student is achieving the aims and outcomes for each module. This formative assessment will not be marked but the student will be given verbal or written feedback in order for them to make any amendments before they submit the final piece of work for the summative assessment.

Full details of the deadline dates for all of the assessments will be given by Module Tutors. The assessments are marked with reference to the module outcomes outlined in each Module Information Sheet.

Handing in of assessed work will be arranged by the module tutor and the administrative staff. This includes submitting work online through our Virtual Learning Environment, Moodle or taking other work to an office or classroom at a prearranged date and time.

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments at regular intervals across the year. There are no formal written examinations. The programme team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the External Examiner at the end of each semester.

Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 10% loss of marks for each working day. After seven days it will be recorded as a failure to submit which will be reported to the Board of Examiners.

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned on an annual basis to mitigate against bunching and to ensure a mix of assessment types.

Feedback on Assessment

Both oral and written formative and summative assessments will support students reflecting on their progress. Written summative feedback will normally be provided within four weeks of the completion of an assignment. Students are also encouraged to feedback to their peers and engage in on-going self-assessment, informal peer assessment and discussion.

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

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:
- The annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual Programme Review, External Examiner reports and the programme team responses, as well as feedback from students.
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups, these then feed into the bi-annual Enhancement and Development meetings. The student programme representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that cannot be responded to at the meetings, the programme representatives are regularly updated on progress. Feedback is also disseminated by the Programme Leader who endeavours to flag up changes to the College and the programme based on student feedback to highlight the strength and influence of the student voice.
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do have an internal survey that they can complete to give their feedback on the programme.
- Academic staff attend a range of staff development events aimed at improving teaching and learning.
- The sharing of best practice through the HE Forum.
- Programme leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance.
- The programme team is expected to keep themselves aware of changes in industry practice

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 (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Credits	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	D1	D2	D3	D4
1	Contemporary Social Issues	20			X		X	X				X	X	X	X			X				X	
	Community Engagement	20			X	X	X		X			X	X	X	X			X		X	X	X	
	Leadership and Management	20		X		X		X		X	X	X	X	X	X	X	X						X
	Community-based and Participatory Research Methods	20	X	X	X				X		X	X	X		X			X	X	X			
	Dissertation	40	X				X		X			X	X		X			X					X

The possibility exists that students can meet Learning Outcomes where they were not met within the original module assessment. These opportunities have been marked with a red 'X' in the table above.

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

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: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

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.