Programme specification

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

1. Overview/ factual information

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| **Programme/award title(s)** | BA (hons) top-up Community, Public Health and Social Care |
| **Teaching Institution** | University Centre Calderdale College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | September 2017 |
| **Date of latest OU (re)validation** | September 2022 |
| **Next revalidation** | TBC |
| **Credit points for the award** | 120 |
| **UCAS Code** |  |
| **JACS Code** | Not used |
| **Programme start date and cycle of starts if appropriate.** | September 2022 |
| **Underpinning QAA subject benchmark(s)** | QAA subject benchmarks Social Policy (2019), Social Work (2019) & Health Studies (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 (2021)  QAA Framework for Higher Education Qualifications  (FHEQ) (2014) |
| **Professional/statutory recognition** | None |
| **For apprenticeships fully or partially integrated Assessment.** | Not applicable |
| **Mode(s) of Study (PT, FT, DL,**  **Mix of DL & Face-to-Face)**  **Apprenticeship** | FT, PT |
| **Duration of the programme for each mode of study** | FT = 1 year  PT = 18 months |
| **Dual accreditation (if applicable)** | Not applicable |
| **Date of production/revision of this specification** | September 2022 |

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| **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. Through 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. Placements are important as they will give the specific skills they need to find, or progress in employment, or progress to postgraduate study.  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. Informed by the commitment of the College to widening access to programmes whilst ensuring appropriate academic standards, the guiding principle underpinning the admission process is that the individuals are selected based on 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   **The objectives** of the programme are 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 designed as a progression route for students who have completed the University Centre’s Foundation Degree in Community, Public Health and Social Care. |

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| 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. |
| Not applicable |

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| 2.4 List of all exit awards |
| Students who have completed 60 credits at Level 6 may exit with an BA Community, Public Health and Social Care. |

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| **3. Programme structure and learning outcomes** | | | | | |
| **Programme Structure - LEVEL 6** | | | | | |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensable?** | **Semester runs in** |
| Contemporary Social Issues  Leadership and Management  Community-based and Participatory Research Methods  Community Engagement  Dissertation | 20  20  20  20  40 |  |  | No  No  No  No  No | 1  1  1  2  2 |

**Intended learning outcomes at Level 4 are listed below:**

| Learning Outcomes – LEVEL 6 | |
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| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1** Demonstrate a systematic understanding of a range of research designs, methodologies and methods used in community-based research and their theoretical and epistemological underpinnings.  **A2** Demonstrate an in depth 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  **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 | 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. |

| 3B. Cognitive skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| 1. **B1** Apply analytical techniques through developed higher level academic writing, referencing and critical thinking 2. **B2** Critically reflect on the relationship between theory and practice 3. **B3** Critically examine the relationship between policy and practice 4. **B4** Critically explore the results of inequality on service demand and provision, and the effects of anti-discriminatory practice 5. **B5** Critically evaluate literature related to the topic 6. **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. |

| 3C. Practical and professional skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| 1. **C1** Demonstrate analytical and problem solving skills 2. **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 | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| 1. **D1** Analyse issues of project planning and management 2. **D2** Identify funding streams to support community based projects and evaluate public health, social care and community initiatives 3. **D3** Discuss and reflect on the range of models used in your practice to address the contemporary social issues in that sector 4. **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 | 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. |

**On completion of 60 credits at Level 6, a student may exit with a BA Community, Public Health and Social Care.**

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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 |
| None |

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| 5. Support for students and their learning.  *(For apprenticeships this should include details of how student learning is supported in the work place)* |
| A comprehensive induction process takes place during the first week of the course and allows students to locate and become familiar with key people from the support services. Individual support is provided early in the course to all students in the form of diagnostic assessment to identify any barriers to learning as early as possible. The tutors and HE Progress and Academic Skills Coach provides transition activities to equip students with knowledge and skills to tackle their course, dispel apprehensions and facilitate peer support; thus, fostering relationships between students, staff and between students in the first stages of a course. In addition, students attend seminars and lectures designed to clarify aspects of the course, in particular those relating to the way modules are assessed, together with what is expected of them in terms of their workload.  Academic skills support is provided through a range of activities throughout the year in the form of one-to-one academic support (on site and via email or other means), class workshops on specific academic skills, starter activities run by tutors, and drop-in sessions. There is dedicated support in the form of an HE Progress and Academic Skills Coach who works with students one-to-one and contacts students with poor attendance to see what support is needed. Graduate attributes are embedded in workshops by developing students’ academic skills to allow them to learn and study independently in technology enriched environments. The development of critical thinking skills allows students to consider global issues in relation to the course 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 and advice and guidance. There is support available from the Student Services team throughout the working week, who support HE students with fees and funding issues (alongside support from tutors and departmental staff), mental health issues – such as anxiety and stress – through counselling and support, and, together with the academic skills support, provides advice and support for those students wishing to access the Disabled Student Allowance funded through Student Finance England. There is an HE Hardship Fund that students can access for a loan or grant (depending on their financial circumstances) to support their living costs if they are struggling.  Personalised student support ensures students feel they are regarded and supported as individuals on their course. 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 several modules on the course. All staff are in the same office which also aids availability and ease of contact.  Students may contact their tutors at any time during the academic year if they have any problems or issues that need resolving. Tutors are updated through the year on the academic progress of each of their students and meet with them at key points. Tutors also monitor student attendance and, where appropriate, make contact to discuss any issues. The central recording system – Promonitor – is used to keep a record of tutorials, marks and other interactions such as Unfair Practice Hearings. Its usefulness is based around its centrality; all staff can access student records (although most staff are only attached to their particular cohort or cohorts), and managers can see an overview of ‘at-risk' students, progress of attainment, and particular students with issues that might be affecting their progress. The system is used across College, by all departments, including Student Services – who can add records of their interactions with students that can be viewed by teaching staff. Students can also view their own profile, including outcomes of tutorials and their grade profile.  During the early part of the course, students are given guidance and information on applying to further study or moving into work. We maintain contact with our students post-graduation and continue to provide help and guidance when requested. |

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| 6. Criteria for admission  *(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)* |
| This is a level 6 entry programme and applicants will normally be expected to have an undergraduate qualifications at level 5 worth 240 credit points including:   * HND or Foundation Degree in Health and Social Care related qualifications   The College actively supports claims for Recognition of Prior Learning (RPL) and applications will be considered on an individual basis. All credit from prior learning will be assessed by the University Centre. All programmes of study are conducted and assessed in the English language.  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.  Entry will be dependent upon both their academic abilities and their personal skills and qualities. Applicant’s ability to work practically will be explored in an interview. |

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| 7. Language of study |
| English |

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| 8. Information about non-OU standard assessment regulations (including PSRB requirements) |
| Assessments on this programme vary with each module. For each module there are two forms of assessment – the first being formative. 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 aims and outcomes for each module are being achieved, but may also include a peer led group assessment, draft submissions, mock presentations or a specific preparatory task designed to support your final assignment preparation.  This formative assessment will not be marked but given verbal or written feedback in order for amendments and revisions to be made before the final submission of the piece of work for the summative assessment.  Full details of the deadline dates for all assessments are given to students by the module tutors and are clearly outlined in the course handbook and module handbooks. The assessments are marked with reference to the module outcomes and assessment criteria outlined in each module specification and assignment brief.  Handing in of assessed written work will be via Turnitin. This includes submitting work online through Moodle by the set deadline or taking other work to an office or classroom at a prearranged date and time.  Modules are assessed by the submission of coursework assignments and/or practical tasks, at regular intervals throughout the year. A variety of assessments are planned, including presentations, reports, essays, research projects, research proposals portfolio evidence. There are no formal written examinations. The course 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. Assessment dates are planned on an annual basis to prevent bunching and to ensure a mix of assessment types.  All formal written assignments should be word processed. Harvard referencing is used, support is provided for this in class and by the academic skills team. The Open University Harvard Referencing Guide will be available on Moodle. Word counts are set according to complexity of academic skills and writing.  Level 4: 3,000 words to assess knowledge and understanding; exploring theory; linking theory to practice; reflective thinking.  Level 5: 4,000 words to assess deeper knowledge and understanding; linking theory to practice; exploring a greater breadth of theory; the ability to think critically  Level 6: 5000 words to assess synthesis of knowledge and understanding; linking theory to practice; the exploration of more specific and/or specialised theoretical positions and situating oneself in relation to them; the ability to think critically, recognising that knowledge is contestable and ambiguous; critically reflective thinking, drawing on the learning from the previous two years of study.  All written work is submitted electronically through Turnitin. It is then marked by the tutor, or tutors, responsible for delivery of the module. There is a process for internally sampling and quality checking the marking. A sample across all classifications is made available to the External Examiner at the end of each semester. All written work must be submitted electronically through the College Virtual Learning Environment (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.  A sample of presentations/videos are assessed by two tutors, one of whom has had no input into the process. Presentation work may also be recorded on video and made available at both the moderation event and to the External Examiner. Following the recent adoption of Teams, presentations can be delivered and recorded via this platform.  Failure to submit work for assessment by the time and date detailed on the assignment brief will be dealt with in accordance with College Procedures. See Course Handbook section Late Submissions, Extenuating Circumstances and Mitigation.  Assessment information is contained in Module Handbooks posted to students via Moodle and Teams.  Written summative feedback will be provided within three working weeks of the submission of an assignment.  Students have opportunities to get formative feedback at key points in the delivery of a module. They may also get some level of formative feedback from the Progress and Academic Skills Coach – although this is not usually subject related, more focussing on the academic skills element of the work, such as the construction of the writing or the formatting of referencing. This is recorded in Promonitor which supports clear communication between students, and the teaching and support team. Students are encouraged to give feedback to peers and engage in on going self-assessment, informal peer assessment and discussion during scheduled classroom time.  Students are encouraged to make use of face to face and online one-to-one tutorial opportunities to get formative feedback on assessments from their tutors, and to use feedback to develop their academic skills generally in addition to in relation to the specific piece of work they are working on. They may also do this to some extent during scheduled meetings and timetabled sessions.  Although the learning on the FD is mapped to occupational standards, there are no additional requirements. |

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| 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)* |
| Not applicable |

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| 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. * 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 * A range of lesson observations are undertaken as part of the college quality assurance framework. These include short walk through observations which take place on a termly basis, and a minimum of one longer lesson observation in each academic year. If areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-observations are then scheduled to monitor impact.   A professional learning framework is planned each academic year to support CPD in teaching, learning and assessment for quality assurance, curriculum development and student engagement, progression and achievement. |

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| 10. Changes made to the programme since last (re)validation |
| * Updates to reading lists * Curriculum updates and improvements to address changes in sector legislation, policy and practice in settings. * Amendments to practical research projects to adhere to ethical principles and guidance; and to work within pandemic conditions and restrictions. * Increased use of digital communications using Teams online to support   tutorials and sharing/editing of draft work and formative feedback; remote access to class based teaching sessions; online access to library resources. |

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: 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 (ü) particular programme learning outcomes.

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|  |  | **Programme outcomes** | | | | | | | | | | | | | | | | | | | |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** | **B1** | **B2** | **B3** | **B4** | **B5** | **B6** | **C1** | **C2** | **D1** | **D2** | **D3** | **D4** |
| 6 | Contemporary Social Issues |  |  |  |  | X | X |  |  |  |  | X | X |  |  | X |  |  |  | X |  |
| Community Engagement |  |  | X | X |  |  |  |  |  | X |  |  |  |  | X |  |  | X |  |  |
| Leadership and Management |  | X |  |  |  |  |  | X | X |  |  |  |  | X |  |  |  |  |  |  |
| Community-based and Participatory Research Methods | X | X |  |  |  |  |  |  | X |  |  |  |  |  | X |  | X |  |  |  |
| Dissertation | X |  |  |  |  |  | X |  |  |  |  |  | X |  |  | X |  |  |  | X |

**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 mustalso reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.