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)** | Foundation Degree Community, Public Health and Social Care |
| **Teaching Institution** | University Centre Calderdale College |
| **Awarding Institution** | The Open University (OU) |
| **Date of first OU validation** | September 2022 |
| **Date of latest OU (re)validation** | September 2022 |
| **Next revalidation** | TBC |
| **Credit points for the award** | 240 |
| **UCAS Code** | TBC |
| **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)QAA Foundation Degree Characteristics Statement (2020) |
| **Other external and internal reference points used to inform programme outcomes.****For apprenticeships, the standard or framework against which it will be delivered.**  | Foundation Degree Characteristics Statement (QAA 2020)SEEC Credit Level Descriptors (2021) QAA Framework for Higher Education Qualifications (FHEQ) (2014) |
| **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** | PT and FTFace to face |
| **Duration of the programme for each mode of study** | Part-time 3 yearsFull-time 2 years |
| **Dual accreditation (if applicable)** | N/A |
| **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 FD in Community Public Health and Social Care has been developed in line with college commitment to widen participation in the identified subject and professional practice to meet sector needs. The programme will enable access to higher education from a variety of under-represented groups and non-traditional learners within the local community. 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 the knowledge and professional skills required to work successfully within relevant sectors. It has been developed with a focus on ‘community’, through engagement with community groups, community-based health and social care employers and voluntary organisations.The specialist modules in 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 professional practice. The programme will develop students’ skills and understanding of health and social care settings, person centred care, safeguarding and leading inclusive best practice for progression into employment or further study. Students will be encouraged to think critically to support integration of theoretical concepts and research with real world practice, with voluntary or paid placements being encouraged. **The aims** of the programme are:* To provide a high quality programme of study which enables the advancement of students’ knowledge, understanding, and development of practical skills in the field of Community, Public Health and Social Care
* To provide the contextual and personal knowledge, understanding and skills necessary to prepare for new, continued or future employment in the sector
* Upon graduation, students will have the knowledge and skills required to work skilfully and effectively in this specialist area while being ready for further development and specialisation at a time when demand for highly qualified practitioners is growing
* To contribute to the skills base of this region and others, in the context of the expanding national and local developments taking place within the sector
* To produce capable and well-rounded graduates who will make a contribution to the labour force needs of Calderdale and surrounding areas

**The objectives** of the award are: * To provide a programme of study that will support the identification, acquisition and development of transferable skills and knowledge, which will enable students to contribute and develop their full potential in the labour market and in their career
* To prepare for progression through all levels of higher education and to further enhance student employability and career development
* To deliver specialist knowledge informed by external reference points. This will enable students to develop their skills and knowledge through work related learning which is integrated with work related study. This will be underpinned by the appropriate and necessary knowledge and skills
* To respond to changes in the regional labour market and meet the needs of employers and the specific skills sector by closing identified skills and knowledge gaps in the Community, Public Health and Social Care field

Information and research skills will be developed throughout the programme to foster students' confident and critical use of information and digital technologies to enhance academic, personal, and professional development.Students who enrol on higher education programmes at the College are predominantly local, driving a focus 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 (POLAR) classification method). Therefore, deprivation and social justice are key areas of focus for the programme as they are relevant concerns not only for the borough, but also for the students themselves. According to Skills for Care Workforce Intelligence (2019/20), in England the average social care vacancy rate was 7.3% or 112 thousand vacancies, with 7,300 adult social care job vacancies in Yorkshire and Humberside. These statistics reflect skill shortages in the social care sector; presenting a demand for highly qualified and skilled professionals to access employment opportunities in a wide range of careers in social work and social care fields.  |

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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) |
| On successful completion of this FD programme a graduate may progress to the BA (Hons) Community Public Health and Social Care (Top-up). The full-time FD route follows the conventional format of 60 credits per semester over four semesters (two academic years).On completion of the BA (Hons) degree, a graduate may progress to PGCE or MA in related subject areas. |

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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.  |
| All modules contain a work-related learning element through research projects involving community participation and engagement. These are clearly identified in the module specifications of all modules. |

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| 2.4 List of all exit awards |
| A Certificate of Higher Education may be awarded to a student who has completed 120 credits at Level 4 |

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| **3. Programme structure and learning outcomes** |
| **Programme Structure - LEVEL 4** |
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Evidence based PracticeSafe Practice in Health and Social Care Principles of CareIntroduction to Public Health in Practice Contemporary Issues in Health and Social CareEffective Communication and Inclusive Individualised Support | 202020202020 | N/A |  | YesYesYesYesYesYes | 11 1222 |

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

| Learning Outcomes – LEVEL 4 |
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| 3A. Knowledge and understanding |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1** Describe major psychological, social, emotional, health and cognitive theories **A2** Identify the diverse social, cultural and historical perspectives of public health, health and care**A3** Explain the principles and practice of person-centred care and risk-management**A4** Demonstrate understanding of human rights, care values and the development of inclusive practice in supporting individuals, families and their communities within a range of contexts**A5** Identify specific policy and legislation that impacts on practice, both current and historic**A6** Demonstrate understand safeguarding principles, legal frameworks and the importance of multi-agency working**A7** Demonstrate understanding of research conventions, process and evidence-based practice | A range of appropriate teaching and learning strategies will be employed to assist individual and collaborative learning including; lectures, tutorials, workshops, group discussions and on-line discussions.  Module documentation will be available on Moodle. Students are expected to reflect on own professional practice to make links between theory, research and practice. Whole group contact will consist of formal lectures, workshops on preparation for assessment and guidance for student's work outside of class and suitable source material. |

| 3B. Cognitive skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1** Reflect on the practitioner role, linking the ethical considerations relating to professional practice**B2** Identify and reflect on values, beliefs and attitudes towards health and care, and the impact on your own thinking and practice1. **B3** Discuss current policy and legislation that impacts on the health and care sector, systematically evaluating concepts, theories, research and practice
2. **B4** Analyse different perspectives on adult health and care and evaluate to arrive at supported conclusions
 | B1 B2 Students will be introduced to models of reflection through whole class delivery, and application in small group and individual tasks. The importance of reflective practice will be discussed, with links made to the models used in their own settings. Appropriate ethical considerations in the recording of and reflection on practice with children and families will be supported through links to sector guidance on research and discussion of case studies. |

| 3C. Practical and professional skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1** Use communication skills and tools to debate, negotiate, persuade and challenge ideas **C2** Demonstrate awareness of issues linked to personal and professional development and working practice, including collaborative working to contribute to and promote mutually respectful relationships**C3** Establish own autonomy, providing direction or supervision, and lead and/or contribute to the development of practice **C4** Apply the knowledge and awareness of skills, qualities and behaviours needed for different practitioner roles within the sector | Teaching will be carried out by a range of staff, including course tutors, academic skills team, and library staff. Teaching will be a combination of classroom-based activities, workshops and independent research and portfolio work, supported by the main module tutor alongside. |

| 3D. Key/transferable skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1** Apply information and digital technologies to enhance academic, personal and professional development.**D2** Communicate effectively and accurately in oral and written contexts **D3** Prepare and execute presentation tasks and lead related activities/discussions**D4** Organise and synthesise reliably structured and coherent arguments  | Teaching will be shared between a range of staff, including course tutors, academic skills team, and library staff. Teaching will be a combination of classroom-based activities, workshops, tutorials and independent research and portfolio work. Clear formative assessment opportunities will be embedded at regular intervals to enable students to check their progress against feedback from the module tutor, and to make informed decisions about areas for improvement and development of assessed work. |

**After completion of 120 credits at Level 4 a student may exit with a Certificate of HE (CertHE)**

| **Programme Structure - LEVEL 5** |
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| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** | **Is module compensatable?** | **Semester runs in** |
| Understanding the Research ProcessAdvocacy and Approaches to Person Centred PracticeHealth Promotion in Practice Mental Health and WellbeingLeading Change in Health and Social CareManaging Challenging Behaviour | 202020202020 | N/A |  | YesYesYesYesYesYes | 111222 |

**Intended learning outcomes at Level 5 are listed below:**

| Learning Outcomes – LEVEL 5 |
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| 3A. Knowledge and understanding |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **A1** Describe and contextualise major psychological, social, emotional and cognitive theories**A2** Assimilate the diverse social, cultural and historical perspectives of health and care**A3** Analyse the relationship between the principles and practice of person-centred care and risk-management**A4** Investigate the principles of human rights, care values and the development of inclusive practice in supporting individuals, families and their communities within a range of contexts**A5** Evaluate specific policy and legislation that impacts on practice, both current and historic**A6** Demonstrate understanding of safeguarding principles, legal frameworks and the importance of multi-agency working, and their challenges and limitations**A7** Demonstrate awareness of research conventions, process and evidence-based practice, their applications and limitations | A range of appropriate teaching and learning strategies will be employed to assist individual and collaborative learning including; lectures, tutorials, workshops, group discussions and on-line discussions.   |

| 3B. Cognitive skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **B1** Critically evaluate the practitioner role, linking the ethical considerations relating to professional practice**B2** Identify and reflect on values, beliefs and attitudes towards health and care, recognising competing perspectives and the impact on own thinking and practice**B3** Critically discuss current policy and legislation that impacts on the health and care sector, systematically evaluating concepts, theories, research and practice**B4** Analyse different perspectives on health and care and evaluate them in a critical way to arrive at supported conclusions | Students will be introduced to models of reflection through whole class delivery, and application in small group and individual tasks. The importance of reflective practice will be discussed, with links made to the models used in their own settings. Appropriate ethical considerations in the recording of and reflection on practice with children and families will be supported through links to sector guidance on research and discussion of case studies. |
| 3C. Practical and professional skills |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **C1** Critically evaluate and reflect upon own progress towards chosen career, identifying areas of development, applying knowledge of the sector**C2** Use communication skills and tools to debate, negotiate, persuade and challenge ideas **C3** Demonstrate critical awareness of issues linked to personal and professional development and working practice, including collaborative working to contribute to and promote mutually respectful relationships**C4** Establish own autonomy, providing direction or supervision, and lead and/or contribute to the development of practice **C5** Apply the knowledge and awareness of skills, qualities and behaviours needed for different practitioner roles within the sector | Teaching will be carried out by a range of staff, including course tutors, academic skills team, and library staff. Teaching will be a combination of classroom-based activities, workshops and independent research and portfolio work, supported by the main module tutor alongside. |

| 3D. Key/transferable skills |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| **D1** Apply information and digital technologies to enhance academic, personal and professional development.**D2** Communicate effectively and accurately in oral and written contexts **D3** Prepare and execute presentation tasks and lead related activities/discussions**D4** Organise and synthesise reliably structured and coherent arguments | Teaching will be shared between a range of staff, including course tutors, academic skills team, and library staff. Teaching will be a combination of classroom-based activities, workshops, tutorials and independent research and portfolio work. Clear formative assessment opportunities will be embedded at regular intervals to enable students to check their progress against feedback from the module tutor, and to make informed decisions about areas for improvement and development of assessed work. |

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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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| The key focus of the programme is the local community. Modules are designed to engage students in considering how their learning can be applied in a community setting and to actively consider projects or activity that will be of benefit to the community. This is aimed at enhancing graduate employability as this qualification aims to recognise the integral relationship between working in communities and promoting public health of individuals and groups, whilst providing social care services. On successful completion of the course, students should be able to speak confidently about the practical application of their knowledge and understanding gained. Modules have a community focus, such as Contemporary Issues in Health and Social Care.Most students undertaking the programme are working in the sector in a paid or voluntary capacity and this is actively encouraged by the programme team. However, this programme does not feature a mandatory work placement. Nevertheless, it is recognised that whilst a work placement is not mandatory, students who choose to align their studies with experience of work related activity are most likely to benefit from the insights and relevance of the vocational experience in relation to classroom based theory. Over the least two years, Students have responded very positively to the adoption of Teams as a mechanism of support in addition to Moodle. Therefore, the programme team have made the decision to carry this forward as good practice. Teams is used as a vehicle to support communication and tutorials, often supporting accessibility for those students who live in the wider Calderdale and outlying areas.  |

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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)* |
| Personalised student support is recognised as a key factor in student motivation and involvement. Knowing members of staff well can enhance a student’s experience. Both the full- and part-time routes attract non-traditional students, leading to limited timescales in which to access the support available. A strong induction is planned to ensure students have knowledge as to what support is available, how it can be accessed and how it can benefit them. The use of a small academic programme team also helps students get to know staff well.The qualification embraces the use of digital technologies to include virtual delivery of curriculum as appropriate to needs. It recognises the student preference and value of predominantly classroom-based sessions, but also understands the need to be innovative and responsive to varying individual and societal needs of students.All teaching staff may act in the capacity of personal tutor, supporting students on a personal level and signposting to other support that is available. A progress and academic skills coach is available to supplement the academic and teaching support available from tutors. Tutors and the progress academic skills coach provide academic and pastoral support to students. The students will be offered regular one-to-one tutorial opportunities with their tutor and may book appointments with the academic skills progress coach during the academic year. Notes are recorded on Promonitor which is available to the student as a reference point. This would include any agreed actions or targets that were to be taken before the next tutorial meeting.Students may also contact their tutors or progress academic skills coach at any time during the academic year if they have any problems or issues that need resolving. Tutors monitor the academic progress and attendance of each of their students and, where appropriate, make contact to discuss any issues. Students requiring levels of pastoral support beyond that provided by their tutor or progress coach may be referred to appropriate specialists in Student Services. Counselling is available from a small team of counsellors, as is support with such things as benefits and housing, fees and funding issues. They are also able to offer financial support in the form of a loan or grant to students through the HE Hardship Fund.Students who are ‘at risk’ academically are directed towards the most appropriate advice and support; this is usually academic skills support, but they may be referred to other specialists, counselling support and signposting to information available within the College, as well as external specialist support organisations and weblinks. A source of additional financial support is available through the Level 4 Bursary. The Bursary is worth £500, split into three instalments throughout the academic year. Eligible level 4 students receive an instalment in December, February and July. Payments are contingent on students meeting the criteria including an attendance target and the submission of their work by the agreed deadlines. It is envisaged that students use this funding to support their costs, such as buying books, resources or travel costs. |

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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 4 entry programme and applicants will normally be expected to have completed a full Level 3 qualification in a related subject or hold significant vocational experience in a related context to justify entry at this level of study. We would normally expect applicants to have a minimum of UCAS 48 tariff points in a related subject area. An appropriate level of English should be evidenced, preferably through either a GCSE (grade 4 or above), Functional Skills (Level 2) or a Key Skills (Level 2) qualification, though this is not strictly required. To be inclusive of all applicants, those who may not hold formal qualifications, however, can evidence appropriate levels of competence will also be considered.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. Entry will be dependent upon both academic abilities and personal skills and qualities. An applicant’s ability to work practically will be explored in an interview. Offers will be made to students on the basis of both students' academic qualifications and health and social care experience, and an interview. There are no placements undertaken in this programme, however, there is the expectation that students either be in full- or part time employment or volunteering within a community-based organisation.Applicants who demonstrate in the application form that they have met the academic requirements, thought about the appropriateness of the programme, have personal interest, knowledge and awareness of the subject and have the relevant personal skills and qualities will be invited to an interview. Applicants with other qualifications and backgrounds are encouraged to apply. Qualifications and experiential learning not specifically named in this document will be carefully considered.Students whose first language is not English, with certificated qualifications, professional qualifications and or appropriate work experiences that are equivalent to those detailed above will be considered and encouraged to apply. In addition to these, students would have to demonstrate that their standard of English is at IELTS 6.0 or above.  |

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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 and support is provided for this in class and also with 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)* |
| N/A |

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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:* An annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual course 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. This highlights the strength and influence of the student voice. A summary ‘You said…; We did…’ is published after each round of Student Forum meetings for the whole University Centre.
* 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 notice is taken of the feedback provided by FD students which can impact on the top up.
* 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 and other relevant sector bodies.
* The programme team is expected to update awareness 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 |
| N/A |

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 (x) particular programme learning outcomes.

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|  |  | **Programme outcomes** |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** | **D1** | **D2** | **D3** | **D4** |
| 4 | Evidence-based Practice | **X** |  |  |  |  |  | **X** | **X** | **X** |  |  |  |  | **X** |  | **X** |  |  | **X** |
| Safe Practice in Health and Social Care |  |  | **X** |  |  | **X** |  |  |  | **X** |  |  | **X** |  | **X** |  | **X** | **X** |  |
| Principles of Care |  |  |  | **X** | **X** |  |  |  | **X** |  |  | **X** |  |  |  |  | **X** | **X** |  |
| Introduction to Public Health in Practice |  | **X** |  |  | **X** |  | **X** |  |  |  | **X** | **X** |  |  |  | **X** | **X** |  |  |
| Contemporary Issues in Health and Social Care |  | **X** |  | **X** |  |  |  |  | **X** | **X** |  |  | **X** |  |  |  |  |  | **X** |
| Effective Communication and Inclusive Individualised Support |  |  | **X** | **X** |  |  |  |  | **X** |  |  | **X** | **X** |  |  | **X** |  |  | **X** |

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|  |  | **Programme outcomes** |
| **Level** | **Study module/unit** | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** | **C5** | **D1** | **D2** | **D3** | **D4** |
| 5 | Understanding the Research Process |  |  | **X** |  |  |  | **X** |  | **X** | **X** |  | **X** |  |  |  |  | **X** |  |  | **X** |
| Advocacy and Approaches to Person-centred Practice |  |  |  | **X** |  | **X** |  | **X** | **X** |  |  |  |  |  | **X** |  | **X** | **X** |  |  |
| Health Promotion in Practice |  | **X** |  |  | **X** |  | **X** | **X** |  |  | **X** |  |  | **X** |  |  |  |  | **X** |  |
| Mental Health and Wellbeing | **X** |  |  |  | **X** | **X** |  |  |  | **X** | **X** |  |  | **X** |  |  |  | **X** |  |  |
| Leading Change in Health and Social Care | **X** | **X** |  |  |  |  |  |  |  |  | **X** |  | **X** |  | **X** | **X** |  |  |  | **X** |
| Managing Challenging Behaviour | **X** |  | **X** |  |  | **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 than English** must have programme specifications both in English and the language of delivery.