Programme Specification

Programme/award title(s)	BSc (Hons) in Health and Social Care (Top-up) BSc Health and Social Care (top-up)
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120 Credits / Level 6
UCAS Code	
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Guidelines for preparing programme specifications (QAA 2006)The framework for HE qualifications in England, Wales and Northern Ireland (FHEQ), Qualifications and Curriculum Framework, QAA Benchmark statement for Health (2016), QAA Benchmark statement Health Studies (2016). QAA Benchmark Social Policy (2016).National Minimum Training Standards (Skills for Health and Care 2013), Public Health Skills and Career Framework(2008)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL and Face-to-Face)	FT and PT
Duration of the programme for each mode of study	FT 1 Year (6 hours per day, two days a week) PT 2 Year (3hours per day, two days a week) (PT provisionally designed for evening delivery) Student to attend placement for 75 hours for the programme.
Dual accreditation (if applicable)	N/A

Date of production/revision of this specification	
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 student's 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 aims of the award are to:

- Encourage development of health and social care professionals and innovative outcomes in a supportive work-related learning environment.
- Engage in academic activities and reflective practice to enable personalised learning and individual subject focus.
- Promote engagement in industry-focussed work, supporting the acquisition of professional skills relevant to employment opportunities within the health and social care industries.

This award has been designed to provide the learning opportunities required for those who wish to become professional practitioners within the wider health and social care sector. It does so through curriculum content directly matched to the knowledge and skills identified to be essential. In addition, the programme looks at developing students to become competent reflective practitioners.

Through a developmental structured approach, the course allows the learners to identify contemporary issues directly affecting their chosen practice. This then allows the student to understand change management. With this underpinned academic knowledge, students will then embark on a period of work placement within the sector. This will allow them to critically reflect on current affairs influencing their practice and apply theory to practice. Based upon this reflection, students will propose an innovative idea of change to practice. To support this innovative design an academic project will provide the evidence and research to support the proposal of change.

The uniqueness of this award allows the student to individualise their learning in support of their own interests. This will allow the student to apply new ideas to real life issue and situations that affect us all.

The focus of this BSc (Hons) Health and Social Care (top-up) award is to allow students to explore both distinctive aspects of health and social care through a scientific and social approach.

Initially the underpinning knowledge linking contemporary issues to practice by exploring the skills in interpreting, generating, and presenting information and data using a variety of text-based, graphical, numerical, audio-visual and online sources will be explored. This will be linked to physiological and biological principles of health conditions, disease or illnesses relevant to the students own sector of interest and how socially this can have an impact on an individual or communities own wellbeing, this will be investigated from a theoretical, policy and practical level.

Students will embark on a period of vocational reflective practice placement. Allowing for this BSc (Hons) Health and Social Care (top-up) Degree to concentrate on a more specific field of study in a vocational setting.

The course will conclude with the implementation of knowledge into practice through a scientific model. Skills developed throughout the programme allow for an evidence-based, scientific approach to health and social care and gain an appreciation of the limits of scientific knowledge and research. This tightly focused approach encompassing a mastery of the technical and practical aspects allowing the individual to incorporate student's own sector speciality.
This degree will provide the student with the skills required for working in the sector and gain the ability to apply evidence-based scientific methodology to health and social care related issues.

Additional key features of the course will include:
- The ethical, scientific, economic and political issues that influence health and social care;
- A critical evaluation of approaches to service provision and develop strategies for improving practice for working in the sector and an understanding of how evidence-based scientific methodology applies to health and social care related issues;
- An opportunity to develop the skills required to interpret and analyse key quantitative and qualitative data relevant to students own sector;
- An introduction to the skills required to become a reflective autonomous practitioner in a range of health and social care related settings.

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)

BSc (Hons) in Health and Social Care (top-up) will allow a top-up from the FdSc Applied Health and Social Care. This Level 4 and 5 programmes have modules including PPD, WRL, Developing Public Health Skills for HSC, Evidence Based Approaches, Physiology, Managing Risk, Safeguarding and Long Term Conditions and Exploring Leadership. The School of Health, Care and Public Services currently offer FE courses from Level 1 to 3 in Health and Social Care.

Full Time delivery- 1 Year (6 hours per day, two days a week)
Part Time delivery: 2 Year (3hours per day, two days a week)
(PT provisionally designed for evening delivery)
Student to attend placement for 75 hours for the programme.

The programme runs over a duration of 30 weeks. Students are encouraged to engage with the College outside of timetabled contact with tutors by utilising self-directed learning within HE intranet resources, progressing module activities independently across the whole working week.
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The course has been designed to welcome students from a range of backgrounds, through widening participation policy. It aims to create a learning community through initial induction and teamwork activities in module professional context, while giving increased independence to students within the final innovative project.

On successful completion of the award, the students will have knowledge, experience and capabilities of those to which meets the needs of the employers within the health and social care sector, to gain employment. Those already employed within the industry will have the opportunities to progress and develop their knowledge and skills to further their career.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N/A

2.4 List of all exit awards

BSc Health and Social Care (top-up) - subject to module achievement and successful achievement of 120 credits across the course.
Must complete first 3 modules (20 credits) and complete learning outcomes from the Implementation of Innovation in Health or Social Care totalling a further 60 credits.

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
• Contemporary Issues in Health and Social Care.	20	None	N/A	N/A	1
• Managing Change and Innovation in Health and Social Care Practice.	20	None	N/A	N/A	1
• Reflective Practice in Health or Social Care.	20	None	N/A	N/A	1 and 2
• Implementation of Innovation in Health or Social Care.	60	None	N/A	N/A	1 and 2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate indepth knowledge of the sector and its operations.	**Contemporary Issues** Students will attend lectures exploring a range of contemporary issues for example current policy, finance, performance, workforce planning and the impact on organisations within health and care services, working in a digital age and the increasing utilisation of technologies will be explored Students will work in groups within seminars to research and evaluate contemporary issues. Students will identify a contemporary issue within their area of interest for example, the impact of staffing levels on person centred dementia care. They will agree the focus of their study within academic tutorial session and analyse the issue within self-directed study time. Students will present the issue within the seminar session with peers creating a community of learning and respond to peer feedback. **Managing Change** Students will attend lectures exploring a range of changes, the reason for change and the Impact on commissioning, delivery, and outcomes of care within health and social care.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	This could include new evidence, more effective technologies, enhancing quality, ensuring value for money, rising consumer expectations or increasing productivity.
	The drivers for change will be explored which could include Government reforms, strategic drivers and local policy.
	Reflective Practice
	Students will explore the organisation and service delivery whilst in practice. This will also be incorporated into taught content when the exploration of organisations and business structures are investigated in addition to looking at funding streams and current commissioning groups. Recording of this in-depth appreciation will be recorded in the students assessed portfolio at the end of the module.
	Seminars will allow the students to engage effectively in academic discussion and present arguments of the interplay of economic, professional, ethical and legal obligations. This will allow the students to gain a wider knowledge and understanding of other sector industries.
	Innovation Project

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A2 Critically evaluate the different perspectives on the provision of services.	Students will reflect upon previous modules and placement portfolio to determine an appropriate innovation idea unique to their own setting and with their own professional boundaries. This will be explored in detail through seminars, where peers will discuss own ideas relevant to their sector interest and critique ideas through constructive feedback. Prior to commencement of determined innovation this will also be agreed with project supervisor. Examples of such innovation could be- • Improving staff knowledge through a new method of training • Utilising current resources to their full potential • Optimising visual spaces to support good practice. Students will attend lectures exploring a range of research and evidence-based topics. These may include depending on student knowledge- • Evidenced based practice • Recap Boolean literature search • Critique of the literature

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A3 Critically explore the biological/physiological outcomes or service delivery.	Students will work in groups within seminars to research and evaluate secondary sources and to share best practice. Contemporary Issues Students will attend lectures exploring different perspectives. This could include International, National (e.g. stakeholders, regulatory bodies, government, national media) and Local (e.g. practitioners, service users, action groups, local media) and expert opinion Students will analyse the different perspectives on the contemporary issue and discuss the impact this has on care delivery within seminars using case studies. An example could include the regulatory bodies, government and national media position on staffing levels and stakeholders' position on the impact on dementia care. Students will also have the opportunity to lead seminars for small groups evaluating different perspectives on a specific contemporary issue.
A4 Demonstrate comprehensive knowledge of research methodologies.	Contemporary Issues Students will investigate the biological/physiological outcomes within seminars using case studies. An example could include the biological/physiological changes in hydration, nutrition, skin care, infection control as a consequence of low staffing levels.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
	Managing Change Students will attend lectures and seminars exploring evidence-based care/ management, the nature and source of research evidence integrated with personal experience. This could include evaluation of journal articles, clinical/ non-clinical guidelines, policy directives, supplier's information, or personal experience. Also, complaints and staff dissatisfaction data. Students will explore the components of practice development and the aims to improve care, and to transform the context and cultures in which healthcare is delivered. Students will present the practice development within the seminar session with peers creating a community of learning and respond to peer feedback. **Innovation Project** Taught delivery will be staggered over the duration of the module to allow for students to complete components parts in a timely manner supported by taught content and project supervision. The project taught sessions, will include how to write an: Introduction, methodologies, secondary supportive evidence, Implementation of innovation, critical analysis of results and project

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding
	conclusion. Additional seminars will allow students to discuss and share practice upon their own research. Project supervision will allow for students to gain formative feedback on their project to date. Students will be expected to record this feedback allowing them to review when required.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Evaluate and synthesise evidence to make independent judgements of the sector	**Contemporary Issues** Students will individually explore the contemporary issue using a wide variety of sources. They will share this information with peers in the seminar sessions in debates and discussion explaining the central arguments of a range of contemporary issues. They will analyse different perspectives within scenarios and discuss the impact upon care delivery. Students will investigate and appraise the biological/physiological outcomes within the contemporary issue.

3B. Cognitive skills	
	Students will have the opportunity to work on tasks individually when preparing the formative assessment of a peer reviewed oral presentation and the summative assessment of a poster presentation. **Managing Change** Students will attend lectures and seminars exploring management roles and skills. This could include change agent role, strategies for implementing change including leadership styles-transformational, transactional and systems management. **Reflective Practice** Students will explore the leadership and management approach whilst in practice. They will apply previously taught theory to practice in relation to their own sector.
B2 Demonstrate the ability to reflect upon intellectual flexibility and openness to innovation and change in line with professional values and care ethics.	**Reflective Practice** Students will reflect on practice within the reflective practice portfolio. These will be discussed with practice coach to allow for student support and guidance where required.

3B. Cognitive skills	
	Innovation Project Within individual project supervision sessions, learners will be encouraged to plan and attend exhibitions and field trips to generate innovative ideas. It will challenge and support learners to demonstrate intellectual flexibility and openness to new ideas and make independent judgements on innovation and project management. Seminars will allow learners to discuss their project and share experiences of the implementation of the project and the outcomes of the project. Students will be allocated a project supervisor - within tutorial / project sessions, learners will be supervised to complete the project in conjunction with the Academic PLC.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1 Articulate ideas relevant to sector specific discussions	**Contemporary Issues** Students will engage in debates and discussion explaining the central arguments of a range of contemporary issues, the different perspectives, the biological and physiological outcomes and the individual differences of service users within the seminar sessions. They will analyse scenarios, apply to their own practice area, and communicate with others in a clear and articulate manner.

3C. Practical and professional skills	
C2 Able to work autonomously demonstrating professional values, care ethics and empathy.	**Reflective Practice** Prior to commencement of placement/Work experience, students will be appointed a practice coach. The coach will be able to offer support and guidance whilst in the sector where required. Students will not be directly assessed in the sector but will have formative assessments completed by practice coach to ensure the student is not only supported whilst out on placement but is working within own legal and ethical boundaries.
C3 Demonstrate project management skills	**Innovation Project** Seminars will allow learners to discuss their project and share experiences of the implementation of the project and the outcomes of the project. Project supervision will give guidance in a constructive manner to allow students opportunities to develop academic skills. Academic PLC support will be made available to support in the formation of the project for those students wishing to seek this additional support. The staggered taught sessions throughout the module will allow the student to complete tasks based upon previous teaching.

3C. Practical and professional skills	
C4 Use appropriate academic conventions in relation to all summative assessments.	This approach offers a timelier support for the students, as the ability to retain and implement components of the project will not be delivered all at once. **Managing Change** Students will attend lecturers and seminars exploring the principles and components of project management within scenarios and discuss the common challenges within the seminars. Students will engage in debates and discussion explaining practice development and the application to practice.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Demonstrate ability to manage own learning as part of lifelong learning.	**Contemporary Issues** Students will attend academic tutorials demonstrating their proposed enquiry and an identified time management plan. They will have the opportunity to discuss their individual progress and reflect on their own learning documented in their Individual Learning plans identifying strategies to address development. **Managing Change**

3D. Key/transferable skills	
	Students will have the opportunity to work on tasks individually when preparing the formative assessment of their practice development and the summative assessment of a case scenario essay.
	<u>Reflective Practice</u>
	The skill of reflection is paramount in the sector and part of lifelong learning. Students will be taught reflection practice and theories relating.
	Tutorial sessions will allow students to review progress documented in the ILP, review formative feedback from placement and critically reflect on own practice from the assessed portfolio.
	<u>Innovation Project</u>
	Students will be allocated a project supervisor; they will encourage autonomy of the project but advisor under student lead format a positive approach to project management.
	Through seminars, students will be given the opportunity to discuss with peer's good practice approaches to project management skills. Students will be reminded of theory taught in previous managing the change module to allow theory to be applied to practice.

4. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:

- where in the structure above a professional/placement year fits in and how it may affect progression

- any restrictions regarding the availability of elective modules

where in the programme structure students must make a choice of pathway/route

Distinctive features of BSc (Hons) in Health and Social Care (top-up) are underpinned by the course aims and objectives indicated in section 2.1. Within modules, course aims, and objectives promote the practical opportunities for students to engage in the following distinctive features within modules:

- Gain module credit for completion of reflective practice.
- Collaborate across the multi – disciplinary work force to promote innovative change.
- Produce an individualised reflective portfolio
- Utilise transferable skills to enable the planning, development, and implementation of innovation project.
- Construct an evidence based, professionally printed project.
  (2x copies required).

The course places focus upon a developmental approach allowing the opportunity for students to engage directly with individualised sector motivation.
From the outset module, the course structure identifies contemporary issues and allows the students to embark on a journey of discovery, to investigate these issues while developing and critically analysing their findings in promoting a proposed change.

This course is designed to meet the academic and practical needs of students with a range of sector experience. Students from varied health or social care specialists or prior experience, including internal and external/UK and international students, will promote cross-collaboration. The potential also exists for an international experience to incorporate a global understanding of health and social care needs.

BSc (Hons) in Health and Social Care (top-up) allows students opportunity to use modules as a means of generating an independently researched innovated change proposal. The course offers students the opportunity to gain 60 credits (out of 120) from independently conceived and negotiated purposed project.
Independently generated concepts and theoretical outcomes guarantee a personalised experience in a chosen discipline, to support further progression into employment or further career progression.

Employability skills are embedded across the course. Within modules professional context students will engage in reflective work-related learning experiences.

This places emphasis on the development of employability skills such as independent working / teamwork, developing working relationships, communication skills (writing, visual, verbal), IT skills, presentation skills, time management, initiative, planning, and managing a purposed change.

Professional skills are developed across the programme and opportunities exist for students to investigate a self-initiated project. Such projects illustrate initiative and forward thinking and are highly encouraged and commended within the course if this is written into an independently conceived proposal for their project. The course team will ensure that the incorporation of placement, meets course-learning outcomes and has the potential for the student to facilitate their proposed change. (Where change cannot be facilitated within the placement an alternative project will be offered) therefore, no student would be disadvantaged.

5. Support for students and their learning

There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service student feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and or disabilities.

Student Induction
All students joining the course will undertake an induction programme at their point of entry. The aims of the induction are:

To provide students with full details of the BSc (Hons) in Health and Social Care (top-up) allowing aims and objectives, modules, skills associated with their studies, its assessment strategy, and its approach to learning to be introduced.

In addition:

- To induct students to the learning resources available to them whilst on the course, such as the virtual learning environment (student intranet and Schoology) and Library
- To allow students the opportunity to identify issues which need to be resolved.

- To enable students to meet the tutors involved in delivering the course.
- To meet and interact with fellow students.
- To introduce students to the code of conduct and regulations of the College.
- To make students aware of the relevant systems and structures available to support them, including the Advice, Support Careers Services (ASC), Personal Learning Coach, and the Students' Union.
- To complete DBS and secure work placement arrangements.

Overview of Support Arrangements

Support needs are addressed with students on an individual basis during induction. Those students who are new to the College, and not previously known to the course team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition into Level 6 study.

- **Internal Students (Progressing from an NCD FdA course)**
  Designated course tutor and 1-1 tutorials.
  Optional Personal Learning Coach (PLC) Support / continued support for those previously using PLC's.
  Access to Academic Support Tutor.

- **International Students (Progressing from an overseas institution)**
  Designated course tutor and 1-1 tutorials.
  Support from International Office.
  Opportunity for additional tutorials with all module tutors during induction period of semester 1.
  Personal Learning Coach (PLC) Support encouraged.
  Access to Academic Support Tutor encouraged.

- **External UK Students (Progressing from a UK institution)**
  Designated course tutor and 1-1 tutorials.
  Opportunity for additional tutorials with all module tutors during induction period of semester 1.
  Personal Learning Coach (PLC) Support encouraged.
  Access to Academic Support Tutor encouraged.

Personal Tutor System

A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning. All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the length of their course. The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At the induction, the personal tutor will meet students

to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

Academic Support
In addition, to support from their personal tutor, each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year and there is likely to be an opportunity within some sessions for additional support.

Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of visual based assignment work.

Students have access to a dedicated Academic Support Tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background to achieve at a Higher Education level.

Pastoral Support
The College is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website, intranet or to pick up from the dedicated ASC area, foyer of the Neville Building and the Sports Block. The Student Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Their tutor, lecturer, and external advisor, such as ASC or by themselves, can refer students. This personalised referral system helps in identifying new students as well as continuing communication with progressing students.

There is a dedicated page on the College internet and intranet. The service is also advertised via the College television system, allowing students in communal areas of the College to become aware of the provision.

Career Guidance

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line ASC services and as hard copy, which is available at the ASC facility. The ASC staff also provides on-course support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

For specific careers-based information related to design the course team will be the first point of contact for advice and guidance due to the specialist nature of employment-based opportunities within the health and social care sector. Career guidance will be provided on a continuous basis throughout the duration of the course.

Support with Coursework

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the course team. Students have access to additional academic support particular to assessment tasks from an independent Academic Support Tutor. The tutor offers specific study skills advice and guidance, on for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references and bibliographies), Open Athens and Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are available on the student intranet to download.

In order to protect students against unfair competition, the College may need to ensure that the students are not submitting assessments, which have been copied or plagiarised, or which are not substantially the student's own work. The College uses the software Turnitin to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective in ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.

Module specific material is provided on Schoology; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include planners, course handbook, module handbooks, PowerPoint presentations, and assignment briefs.

Self-directed study is an important aspect of the course that will enable students the opportunity to develop their assignments when resources are not available outside of the College campus.

6. Criteria for admission

The College Admissions Policy is to encourage access to Higher Education through an equal opportunity regardless of race, gender, disability, sexual orientation, religious belief, or age.

Standard Entry criteria

- All applicants should hold a Level 5 qualification at course commencement (HND / FdA / international equivalent 120 ECTS Credits) in a health or social care related discipline.
- All external applicants must be interviewed (international applicants via internet/email respectfully).
- To have Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).
- To have Level 2 or equivalent in Maths
- Clear Enhanced DBS

Non-standard entry criteria:

- Evidence of appropriate health or social care experience or employment within the industries.
- All applicants with non-standard criteria must be interviewed

- To have Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).
- To have Level 2 or equivalent in Maths
- Clear Enhanced DBS

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements to the course. Candidates with non-standard entry applications will be considered based on relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Given the wide experience of potential applicants to this course, applications for Recognition of Prior Learning (RPL) and Accreditation of Experiential Learning (APEL) are welcomed in accordance with Academic Regulations. However, these must be discussed as part of the admissions process as once a student is registered to a programme RPL/APEL may not be considered for approval.

Admissions Process
Once an application has been received, it is recorded and acknowledged by the College admissions team. The course team then views the application.

The process for interview is as follows:

- Applications welcomed through UCAS and NCD Application Form.
- All applicants are interviewed (international applicants via internet/email respectfully).
- Acceptance, conditional acceptance, or rejection via UCAS and NCD application process after interview or after discussion regarding a none clear DBS.

Entry to the course is at the discretion of the course team and based upon the combination of successful interview and a clear DBS.

http://www.newCollegedurham.ac.uk/apply/apply-online/

7. Language of study

The course is conducted using English language.

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

N/A

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

Student feedback on experiences of teaching and learning is captured within course team meetings by student reps, student rep attendance at student forums (departmental and cross College), student surveys, student completion of written module evaluations, and as appropriate within 1-1 tutorials during discussions. Student feedback supports internal quality systems include teaching yearly

observations by external consultants, learning walks by Heads of School/Curriculum Managers, course team meetings, completion of in year course reviews that lead to the annual report, and implementation of quality enhancement plan to address set actions throughout the academic year.

Student Voice

The contribution of the student voice is a critical quality element at the College. It is focused around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the College to respond to the needs of its students. Student forums at College and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with College staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level. An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE Student Forum page on NCD online allows student representatives to add questions or comments where key College staff can respond. The site is visible to all students so they can see answers to questions, and access Student Forum minutes and other relevant documentation.

Nominated student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-College student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment, student support and resources programme management).

These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing students studying in Higher

Education at the College, they help familiarise students with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise student perceptions at a subject level and to establish specific areas of satisfaction and concern for students. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

Key Performance Indicators

The College has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of the year. In particular, they meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant.

Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with particular respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

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

N/A

Annexe 1 - Curriculum map

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

BSc (Hons) in Health and Social Care (top-up)

Level	Study module/unit	A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	D1
3	Contemporary Issues in Health and Social Care.	✓	✓	✓	✓			✓			✓	
	Managing Change and Innovation in Health and Social Care Practice.	✓	✓			✓		✓		✓	✓	
	Reflective Practice in Health or Social Care	✓				✓	✓		✓		✓	
	Implementation of Innovation in Health or Social Care.	✓	✓		✓	✓	✓	✓	✓		✓	✓

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 <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:
http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

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

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

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

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