

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	B.A. (Hons) Top Up Health and Social Care
<b>Teaching Institution</b>	Leeds City College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	June 2016
<b>Date of latest OU (re)validation</b>	April 2021
<b>Next revalidation</b>	
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	L21
<b>HECoS Code</b>	100467
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021
<b>Underpinning QAA subject benchmark(s)</b>	Level 6 Health Studies and Social Work
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	NHS Long Term Plan (2019) Government Framework All Our Health (2019) Leeds Health and Wellbeing Strategy 2016-21 National Occupational Standards Health and Social Care
<b>Professional/statutory recognition</b>	N/A
<b>For apprenticeships fully or partially integrated Assessment.</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full time and Part time Blend of Face to Face and Remote

<b>Duration of the programme for each mode of study</b>	Full time 1 year. Part time 18 months.
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	February 2021

**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 overall aims of the programme are to:

- ◆ Prepare suitably qualified and knowledgeable graduates with the ability to work towards the changing requirements for Health and Social Care Practitioners considering current Government Strategies.
- ◆ Offer a robust BA honours Top Up programme that is relevant to contemporary health and social care philosophy and practice that will allow students to be autonomous and progress onto their chosen career.
- ◆ Produce graduates who can critically reflect on practice theory in health and social care and have the ability to relate this to potential job roles
- ◆ Encourage students to share their knowledge of practice theory and to be aware of emerging trends and best practice.
- ◆ Produce graduates who have both subject specific skills and transferable skills (communication, teamwork, project management, reflective and reflexive practice) which are key to being employable within the health and social care sector.

## 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)

The BA (Hons) Top Up Degree in Health and Social Care is the top up award for the FD Health and Wellbeing programmes run at University Centre Leeds and Keighley College. We also intend this to be a route for the FD Health Care Play Specialism offered at Leeds City College.

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

N/A

## 2.4 List of all exit awards

B. A. (Hons) Top Up Degree in Health and Social Care (120 credits)  
B.A. Ordinary Top Up Degree in Health and Social Care (60 credits)

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Research Methods	20			Yes	1
Protecting from Harm; Safeguarding individuals, families and communities	20			Yes	2
Specialist Provision in Health & Social Care	20			Yes	2
Contemporary Discourse	20			Yes	1
Dissertation	40			No	1 and 2



Overview of structure of the modules across the Academic Year.

Students studying on the BA full time will attend sessions for 2 days per week, this will be a blend of remote and face to face delivery. Full time students will also have increased contact time per module and tutorial and study support sessions on their timetable.

For students studying on the BA part time they will attend college for 1 day per week and it is recommended they be employed in a relevant workplace throughout their study to enhance their knowledge of practice theory. Tutorial sessions will be booked on an individual basis. Due to their only being a small number of part time students they infill into the second day to access the four 20 credit modules. If we recruited sufficient numbers, they would form a stand-alone group. Due to the nature of work in the sector, day time sessions have proved to be accessible.

The core modules are taught in either semester 1 or semester 2. The dissertation is delivered across both semesters to allow for depth of research and critical engagement with the study. Part time students, the dissertation will be delivered in semester 3.

Students must complete 120 credits for the full BA (Hons) award. Students wishing to complete with BA ordinary award would need 60 credits excluding Dissertation.

#### Full Time Structure

Semester 1 (weeks 1-15)	Contemporary Discourse (20 credits)	Research Methods (20 credits)	Dissertation
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Semester 2 (weeks 16-30)	Protecting from Harm; Safeguarding individuals, families and communities (20 credits)	Specialist Provision in Health and Social Care (20 credits)	(40 credits) Weeks 1-30
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Part time Structure

Semester 1 (weeks 1-15)	Contemporary discourse (20 credits)	Research Methods (20 credits)
Semester 2 (weeks 16-30)	Protecting from Harm; Safeguarding individuals, families and communities  (20 credits)	Specialist Provision in Health and Social Care (20 credits)

Semester 3 (weeks 31-45)	Dissertation (40 credits)
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Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1 Critically appraise theories, concepts and principles relevant to the health and/or social care sector.</p>	<p><u>Teaching and Learning Strategy</u>  <i>Lectures; one to one tutorials; case studies; individual and group work discussion.</i></p> <p>The lecture programme will impart the necessary principles and concepts. Individual tutorials will take the form of one-to-one support and feedback for students by tutors.</p> <p>Tutor led sessions will be held to provide an opportunity for students to work on examples and case studies in the areas covered by the lectures, this will further enhance their independent research and study skills. Discussion around practice theory will facilitate knowledge around practitioner roles within the sector.</p> <p><u>Formative Assessment:</u>  <i>Presentations, discussions, and seminars.</i></p> <p>Formative feedback is integral to the teaching, learning and assessment strategy of the course. Students will take part in discussions to share good practice with their peers.</p> <p><u>Summative Assessment</u>  <i>Presentations, Report</i></p>

<p>A2 Demonstrate a comprehensive and detailed knowledge of practice theory in the health and/or social care sector.</p>	<p><u>Teaching and Learning Strategy</u>  <i>Seminars; lectures; guest speakers; discussions and group activities, presentations</i></p> <p>The lecture programme will impart the necessary principles and concepts. The seminars and presentations will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts.</p> <p>Students will be able to develop their skills in group activity sessions. Discussions around practice theory will facilitate knowledge around practitioner roles within the sector. Guest speakers will form part of lectures and impart specialist knowledge.</p> <p><u>Formative Assessment</u>  <i>Peer presentations of ideas; peer led seminars.</i></p> <p>Formative feedback is integral to the teaching, learning and assessment strategy of the course. Students will take part in seminars and peer presentations and are encouraged to share good practice.</p> <p><u>Summative Assessment</u>          Essay; Project.</p>
<p>A3 Plan and evaluate a negotiated, self-managed, major relevant health and social care related project.</p>	<p><u>Teaching and learning Strategy</u>  <i>Lectures, seminar discussions around practice theory to facilitate knowledge; and group activities to further enhance group activities and independent research.</i></p> <p>The lecture programme will impart the necessary principles and concepts. Seminars will be a mixture of student and tutor led sessions</p>

	<p>considering practical examples of principles and concepts. Group activities will provide an opportunity for students to work on examples and case studies in areas covered by lectures, this will further enhance their independent research and study skills.</p> <p><u>Formative Assessment</u>  <i>One to one tutor support and feedback from student led seminars and research methodologies to support deeper understanding and inform best practice.</i>          Students will engage with their research supervisor and have one to one support. Students will take part in seminars and peer reviews and they are encouraged to share practice theory with their peers in group work and seminar groups.</p> <p><u>Summative Assessment</u>          Dissertation; Research proposal</p>
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<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 Critically appraise new knowledge and understanding of work practices in the health and/or social care sector.</p>	<p><u>Teaching and learning Strategy</u>  <i>Role plays; case studies; lectures; presentations and discussions; peer led seminars; workshops; Peer reviews and reflections; student led appraisals of topics, develop critical reading skills.</i></p>

	<p>The seminars will be student and tutor led sessions to consider and relate case studies, peer reviews and practical examples such as role plays to facilitate and enhance the principles and concepts. Workshops will take the form of individual support and reflections for appraisal of topics and allow critical reading.</p> <p>Tutor led lectures and tutorials will be held to provide an opportunity for students to work on enhancing their independent research and study skills, and student-led tutorials and seminars will consist of learning activities, discussion groups and report-back sessions which allow students to develop their research and evaluation skills and to discuss new concepts, knowledge and understanding of practice theory in the health and social care sector.</p> <p><u>Formative Assessment</u> <i>Peer presentations and seminar discussions; Feedback on draft chapters of dissertations; Project plans.</i></p> <p>Students will take part in discussions, seminars, peer review and evaluations. Students will be allocated a research supervisor and engage in one-to-one meetings to discuss progress and receive feedback on draft chapters and initial project plans.</p> <p><u>Summative Assessment</u> Essay; Project; Dissertation</p>
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<p>B2 Demonstrate openness to new concepts and ideas in identifying and defining complex problems relating to health and/or social care.</p>	<p><u>Teaching and Learning Strategy</u>  <i>One to one tutor support; lectures; case studies; role plays; presentations and discussions, group work.</i>  The Lectures will be tutor led sessions, with case studies and role plays to consider and relate practical examples principles and concepts. Group work, case studies, role plays and presentations with peer feedback and discussion around new concepts and practice theory to allow students to develop research and evaluation skills</p> <p>One to one tutor support will provide an opportunity for students to work on enhancing their independent research and study skills.</p> <p><u>Formative Assessments</u>  <i>Initial proposals of research ideas; peer presentations and research discussions, seminar findings</i>  Students will take part in discussions, seminars and peer presentations and on an on-going basis. Students will submit an initial proposal of research ideas to support their topic selection for the dissertation.</p> <p><u>Summative Assessment</u>  Presentation; essay</p>
<p>B3 Appraise, evaluate and synthesise information relating to health and/or social care from a variety of sources.</p>	<p><u>Teaching and Learning Strategy</u>  <i>Case studies and role plays for discussion; group activities and workshops to allow critical reading skills and explore data.</i></p>

	<p>Group activities and workshops, including case studies will allow students to explore, discuss and develop their critical reading skills and allow them to explore data. These will provide an opportunity for students to enhance their independent research and study skills. Workshops will consist of group activities and role plays to facilitate discussion around new concepts and practice theory.</p> <p><u>Formative Assessment</u>  <i>Peer reviewed seminars and presentations. Dissertation supervision and feedback on draft chapters.</i></p> <p>Students will take part in discussions, seminars, peer reviews and evaluations on an on-going basis. Students will be allocated a research supervisor and engage in one-to-one meetings to discuss progress.</p> <p><u>Summative Assessment</u>  <i>Report; Dissertation.</i></p>
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<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Demonstrate theoretical ethical practice within in a range of contexts, in the health and/or social care sector.</p>	<p><u>Teaching &amp; learning: Strategy</u>  <i>Online and face to face learning to allow tutor led discussions using relevant articles, pose ethical questions and set activities on research around ethical issues and research methodology.</i></p>

	<p>Online and face to face teaching will be a mixture of student and tutor led sessions around principles, concepts and ethics to develop critical reflection. Tutor led discussions will be held to provide an opportunity for students to enhance their independent research and study skills to facilitate autonomous learning.</p> <p><u>Formative assessment:</u> <i>Presentations, Feedback and tutor support from draft work and chapters</i></p> <p>Formative feedback will involve students taking part in group presentations. These will have both peer and tutor feedback. Students will be allocated a research supervisor and engage in one-to-one meetings to discuss progress.</p> <p><u>Summative Assessment</u> <i>Individual presentations; Research Proposal; Project; Dissertation.</i></p>
<p>C2 Demonstrate autonomy, with limited supervision or direction within agreed guidelines.</p>	<p><u>Teaching and learning Strategy</u> <i>Tutor led discussions to support deeper understanding and best practice. Independent on-line learning to promote autonomy in students learning and understanding of how to conduct research. Presentations, groups work.</i></p> <p>Tutor led discussions and group work will consider key principles and concepts. Presentations, group work and individual tutorials will provide support and feedback. Independent online learning will promote autonomy and further enhance their independent learning and development.</p>

	<p><u>Formative assessment</u>  <i>Feedback and comments on draft chapters via tutorial discussions and supervisions. Peer evaluations, student led seminars</i>          Formative feedback will involve students to take part in discussions, seminars, peer evaluations on an on-going basis. They are encouraged to discuss practice theory with their peers and tutors in seminar groups.</p> <p><u>Summative assessment</u>  <i>Dissertation; Presentation; Research proposal.</i></p>
<p>C3 Demonstrate critical reflection to enhance professional development and personal effectiveness.</p>	<p><u>Teaching and learning Strategy</u>  <i>Case reviews, lectures, seminars and professional discussions and reflections around practice theory, individuals and group tutorial</i>          Lectures will provide knowledge and understanding on key concepts and principles. Seminars, group and individual tutorials will facilitate professional discussions and reflection around practice theory. Case reviews will provide an opportunity for students to work in the areas covered by lectures, this will further enhance their independent research and study skills and facilitate autonomous learning and professional development</p> <p><u>Formative Assessment</u>  <i>Feedback from seminars discussions, peer presentations</i>          Formative feedback will involve students to take part in discussions, seminars, peer presentation and evaluations on an on-going basis.</p> <p><u>Summative Feedback</u></p>



	<i>Report; Presentation.</i>
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Reflect on effective communication with individuals; their families, carers and other professionals.	<p><u>Teaching and Learning Strategy</u>  <i>Tutor led seminars with peer led involvement; reflections, self-evaluations and discussion groups. Skills workshops and small group tutorials to practise communication and presentation skills.</i>            The seminars will be a mixture of student and tutor led sessions considering practical examples of principles and concepts. Group tutorials will allow discussions around communication skills and practice theory. Skills workshops will provide an opportunity for students to practice, reflect on and evaluate their communication, professional and academic skills.</p> <p><u>Formative Assessment</u>  <i>Peer led seminars and feedback, discussion groups, presentations.</i>            Students will take part in discussions, seminars, presentations all of which are evaluated on an on-going basis, feedback from tutors and peers will support students to reflect on these skills.</p> <p><u>Summative Assessment</u>  <i>Presentations</i></p>

<p>D2 Engage effectively in professional discussion and present arguments in a coherent manner.</p>	<p><u>Teaching and Learning Strategy</u>  <i>Skills workshops to practice presentation skills. Peer-led seminars and discussions relevant research articles Case studies. Supervision sessions to support deep engagement of study. Self-directed reflection</i></p> <p>Peer led seminars will allow students to practice presentation skills, and discussion around research articles to facilitate and develop deep engagement of study. Skills workshops and case studies provide an opportunity for students to further enhance and reflect on their communication, professional and academic discussion skills.</p> <p><u>Formative Assessment</u>  <i>Seminars and presentations. Individual tutorials and feedback on draft chapters</i></p> <p>Students are encouraged to share knowledge and understanding with peers and tutors in presentations and seminar groups and engage in professional discussions. Students will be allocated a research supervisor and engage in one-to-one meetings to discuss progress.</p> <p><u>Summative assessment</u>  <i>Presentation; Report; Dissertation.</i></p>
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#### 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
- **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

- High levels of pastoral and academic support. Students can access the learning support officer and academic support worker for off timetable one-to-one support. This level of support and the “open door” policy enables the team to build vital relationships with learners which is crucial in providing the necessary level of support and guidance for learners to be successful. The level of pastoral and academic support offered cannot be understated as the programme has a high level of non-traditional students many of whom are employed within the care sector.
- The course team are all appropriately qualified and experienced, vocationally and educationally.
- The programme has excellent links with the sector, working closely with NHS Trusts, charities and local authorities. This provides CPD opportunities and guest lectures.
- The team have built good relationships and links with employers, which has led to employment opportunities for many students.
- The delivery model offers a blended approach, with a balance of face to face and remote learning where appropriate.
- An emphasis on the balance between academic studies and work-related projects, enable students to succeed within employment once graduating with appropriate transferable skills required for the contemporary health and social care workforce. It provides opportunities for employers to support their workforce in up-skilling and enhancing their career progression.
- The course is designed to meet current and emerging Government agendas for the health and social care sector. We have consulted with employers and settings to ensure the contemporary design meets employer needs.
- Formative feedback is integral to the teaching, learning and assessment strategy of the course. Students will take part in discussions, seminars peer

review and evaluations on an on-going basis. They are encouraged to share good practice from their work opportunities with their peers in group work, discussions and seminar groups.

- Non- traditional learners who are in work and come as part time students are supported to enable them to achieve well on the programme, apply theory to practice and improve practice within their settings.
- UCLeeds is at the heart of the city of Leeds. The campus is in a central location with excellent road and rail links. It is part of a growing provision with an excellent track record.
- The programme offers a proactive and responsive teaching team, going the extra mile, attending conferences, investing in their own research.
- Chromebooks are given to all students, these are especially important when remote learning and we also provides training for all new starters to upskill their digital literacy. A unique feature as is the centralisation of all digital learning on one platform (Google Education Suite).
- There are excellent opportunities for students to engage in research within an area of their choice, this can be presented at the annual Research Conference
- The programme team have established links to community groups – i.e. Candlelighters (a local charity supporting families facing children's cancer) / Public Health resource centre / Social Enterprise groups.

## 5. Support for students and their learning.

Students on the final stage of their Undergraduate studies are supported in the following ways:

- An induction programme to introduce the final BA (Hons) study programme.
- Support to learn remotely for those new to it or in need of a refresher is available. There will be extra support planned from the iLearn team for digital literacy
- Communication support with tutors, award leaders and curriculum manager by e-mail and telephone, and the Virtual Learning Platform (Google Education Suite)
- All the necessary information about the programme is provided by means of the student handbook, module handbooks which are available on the Virtual Learning Platform.
- Each student is allocated a tutor for tutorials and personal development planning. This is implemented in the first term and continues throughout the course.
- The Library have specialist staff who provide bespoke study skills sessions for students.
- Leeds City College provides a range of services for students, including support for those with additional learning needs.

#### 6. Criteria for admission

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

The award adopts University Centre Leeds admissions policy and criteria.

The minimum entry requirements to the programme are;

Foundation Degree in a relevant subject, for example, Health and Wellbeing with a minimum grade of a pass.

Or a relevant HND or equivalent qualification at a Pass.

Students are *recommended* to have experience of working in the sector, paid or voluntary.

International qualifications will be assessed against these criteria. Speakers of other languages will need to possess an IELTS band score of 6.0 (with no-less than 5.5 in any one element) or a recognised English Level 2 qualification.

We welcome applications from candidates who may not precisely match the academic criteria but can demonstrate experience in their chosen field as well as academic achievement at level 5. Candidates in this category will be interviewed to assess their suitability for the course and asked to provide a portfolio of evidence to support their application. The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL).

All applicants will be assessed on their suitability for this programme of study from their application and may be asked to provide evidence to support their application.

#### 7. Language of study

English

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

N/A

9. For apprenticeships in England End Point Assessment (EPA).

N/A

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

In addition to the annual Programme monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student Module Reviews
- Tutor Module Reviews
- Enrolment and Induction Surveys
- End of Year Surveys
- National Student Survey
- Course Committee Meetings
- Academic Reviewer Meetings
- External Examiner Reports

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

During the development of this updated qualification, we have consulted relevant National Occupational Standards to inform the content vocationally and professionally in relating the course structure to the workplace. We have used the National Occupational Standards with reference to the Sector Skills Council for Care.

The updated qualification is written to embed the local and national health and social care agenda in relation to workforce strategy. It continues to underpin the Leeds Health and Wellbeing Strategy 2016-2021, by designing a curriculum to deliver 'a valued, well trained and supported workforce'. The programme is also written to support the NHS Long Term Plan (2019), the Department for Health and Social Care: Single Department Plan: Facing the Facts, Shaping the Future (2019). Examining the Five Year Forward View (2019) the programme particularly reinforces the All Our Health (2019) strategy in its outcomes, looking at social prescribing, focus on community-based work and Asset based approach. This is reflected in the relevant module/s indicative content, focusing on a holistic, person centred delivery.

Since the last validation, the structure was modified to move the Specialist Provision in Health and Social Care module from semester 1 to semester 2. The structural change was a temporary one due to Covid 19. This ensured we could offer a more effective blended delivery, which we have been undertaking since March 2020, successful – live streaming sessions have been undertaken by the team for all classes, with recordings being undertaken for those cannot attend. Google Hangouts is used to communicate with all groups of students and individual students and for communication and problem solving. Financial support is available for any students needing support with hardware in order to access online sessions. This is monitored by both formal and informal student feedback, in end of year evaluation and module year evaluation and course committee meetings. From this Covid-19 related changes to structure, it has been decided that a blended approach to delivery (where appropriate) would facilitate taking the elements of best practice from the last 12 months of remote delivery and sitting alongside face-to-face lessons on campus. This approach will ensure that students get both models: the deep engagement of being in a physical environment with peers and the freedom of remote delivery.

This validation makes changes to the Critical Reflections on Practice module title to Protecting from Harm: Safeguarding Individuals, so that the module title gives a better reflection of the content. This meets the requirements of the sector by students reflecting on serious case reviews, to enhance their own knowledge and understanding.

The programme has been modified by reviewing the wording of some of the learning outcomes to ensure they are relevant to those from the Healthcare Play Specialist course e.g., outcomes to include all service users and settings, (children, adolescents, or adults). This has been undertaken by the team, along with feedback from focus group meetings with the L5 FD Healthcare Play Specialism students and the Chair of



The Health Care Play Educational Trust. This has been incorporated into the module indicative content and outcomes, to include children and their families. This also reflected the range of services users that students' progress into employment with.

The indicative content of modules has been reviewed to ensure the content and assessment is relevant to the progressing Healthcare Play Specialism and the Health and Wellbeing cohorts. This has been considered by including aspects of the current Government national and local strategies as (explained in section 3), by the current team, focus group meetings and feedback from current students on the B.A. (Hons) Programme and current level 5 students on the Foundation Degree Health and Wellbeing

The team have also reviewed the reading lists to ensure the sources are current and relative to all potential students from the Health & Social Care sector, including the Healthcare Play Specialists.

One aspect that has been considered is the requirement for work experience alongside the programme. Whilst this is an important aspect of learning, it is not assessed, and the requirement was restricting some students on the programme. The relevant assessments have been modified accordingly so that projects can be purely theoretical if needed.

## Annexe 1 - Curriculum map

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

Level	Study module/unit	Programme outcomes										
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2
6	Research Methods	x		x		x		x	x			x
	Protecting from Harm; Safeguarding individuals, families and communities		x		x	x				x	x	
	Specialist Provision in Health & Social Care		x		x			x			x	
	Contemporary Discourse	x					x			x		x
	Dissertation	x		x			x	x	x			x



### Teaching and learning assessment grid

	Lectures	Seminars	Tutorials and supervision	Discussions	Case studies	Group activities	Guest speakers	Presentations	Reflection	Self evaluation	Role Plays	Work shop
Research Methods	✓			✓		✓		✓				✓
Protecting from Harm: Safeguarding, Individuals, families and communities	✓	✓		✓	✓	✓	✓		✓	✓		
Specialist Provision in Health and Social Care	✓		✓					✓				✓
Contemporary Discourse	✓	✓	✓		✓	✓					✓	
Dissertation	✓		✓	✓		✓			✓			✓

- Annexe 3 - Map of Assessment Methods

Level 6

	Project	Viva Voce	Essay	Dissertation	Report	Research Proposal	Presentation
Contemporary Discourse					100% WK15 5000 words		
Dissertation				100% WK30 9,000 words			
Research Methods						50% WK14 Equiv. 2500 words	50% WK9 2500 words
Protecting from Harm; Safeguarding Individuals, Families and Communities			60% WK24 3000 words				40% WK27 Equiv. 2000 words
Specialist Provision	60% WK26 3000 words	40% WK29 2000equiv					

### Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.