

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	Certificate of Higher Education in Healthcare Practice
<b>Teaching Institution</b>	Southern Regional College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	22 <sup>nd</sup> June 2021
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	Due in 2026
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	N/A
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2021 – yearly September intake Option on January intake if required
<b>Underpinning QAA subject benchmark(s)</b>	Subject Benchmark Health Studies
<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>	
<b>Professional/statutory recognition</b>	NMC & SHSCT
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT, PT

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

- The programme aims to develop theoretical and practical skills, knowledge and understanding relevant to learners working in the healthcare profession. Thus preparing students for and enhancing student readiness for a future career in Nursing and employment in the Healthcare public and private settings. .
- The programme aims to develop the learner's academic knowledge, practical application, acquisition of skills and critical evaluation in a way which supports the development of their academic, practical and professional/transferrable skills. The programme will enable the learners to consider the effect of adopting a strategic, holistic, reflective and creative approach to their work in healthcare.
- The design and delivery of the Certificate of Higher Education in Healthcare Practice is informed by the QAA subject benchmark.

<b>Duration of the programme for each mode of study</b>	FT – 1 Year PT – 2 Years
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	22 <sup>nd</sup> June 2021

## 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 completion of both modules K102 and K104 students can enter employment or progress to study with a range of universities. Students can apply to the Open University Adult Nursing Degree and seek APEL to enter onto Year 2 of the three-year programme. In addition, there are other Universities such as Liverpool John Moore's that can also offer upon successful application APEL entry to Year 2 of the degree in nursing.

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.

NA

## 2.4 List of all exit awards

Module achievement for K102 and K104

### 3. Programme structure and learning outcomes

<b>Programme Structure - LEVEL 4 FT 1 Year</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>
<a href="#"><u>Yr 1</u></a>					
K102 Introducing Health and Social Care	60	NA		No	Sem 1 & 2
K104 Introduction to Health Care Practice	60	NA		No	Sem 1 & 2

<b>Programme Structure - LEVEL 4 PT 2 Year</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>
<a href="#"><u>Yr 1</u></a>					
K102 Introducing Health and Social Care	60	NA		No	Sem 1 & 2
<a href="#"><u>Yr 2</u></a>					
K104 Introduction to Health Care Practice	60	NA		No	Sem 1 & 2

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4 K102</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

<b>Knowledge and Understanding</b>	
KU1	The contemporary ethical, cultural, political, legal and social context in which health and social care takes place.
KU2	The nature of professional care including the values, ethics and standards applied to care providers in a range of contexts
KU3	The key theories, concepts and principles that underpin practice in health and social care, including the significance of service-user perspectives.

The modules in this qualification provide an opportunity for you to demonstrate how your practice has been informed through teaching and learning. You will also demonstrate increasing levels of practice competence through:

- TMAs that review the student's ability to negotiate learning contracts, through a critical incident patient/client dilemma, and evaluation of their evidence base for care
- EMA incorporating a portfolio of practice development and reflective commentary on practice.

Assessments;

- five tutor-marked assignments (TMAs)
- one end-of-module assessment (EMA).

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

Cognitive Skills	
CS1	Review a range of situations in health and social care and assess the appropriateness of different interventions.
CS2	Reflect on the experiences of health, wellbeing and social care from your own and others' perspectives
CS3	Recognise the social processes associated with the promotion of health and wellbeing, and the creation of inequalities.

Throughout the qualification, cognitive skills are assessed in practice by the demonstration of thinking and reflective skills which reflect understanding of practice interventions and evaluation.

Cognitive skills are also measured through adherence to marking criteria that require you to demonstrate relevance and depth within project work whether this be through TMAs, examination or other forms of coursework.

Assessments;

- five tutor-marked assignments (TMAs) ·
- one end-of-module assessment (EMA).

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Practical and/or Professional Skills	
PPS1	Show awareness of the diversity of values found within health and social care and their relevance to the conduct required of professional care workers
PPS2	Apply underpinning principles, concepts and theories in health and social care to inform and critique practice situation.

The development of key skills is woven through all the modules and demonstrated through the preparation of assessed student work. Your skills of problem solving, communication and competence with numeracy are also reviewed and assessed. Practical and/or professional skills are assessed primarily in practice during the work-based learning module. In practice you will also need to demonstrate reflective skills and as part of this reflection demonstrate your personal development from work-based experiences.

You will need to demonstrate application of your learning to practice at a level of competence that satisfies external standards for Certificates of Higher Education.

Assessments;

- five tutor-marked assignments (TMAs)
- one end-of-module assessment (EMA).

**3D. Key/transferable skills**



Learning outcomes:		Learning and teaching strategy/ assessment methods								
<table border="1"> <thead> <tr> <th colspan="2">Key Skills</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>Manage your own learning through identifying learning needs, setting objectives, responding to feedback and monitoring progress through critical reflection.</td> </tr> <tr> <td>KS2</td> <td>Search for, synthesise, evaluate and apply relevant information from a range of sources</td> </tr> <tr> <td>KS3</td> <td>Communicate with others in a clear and articulate manner, using appropriate styles for different audiences.</td> </tr> </tbody> </table>		Key Skills		KS1	Manage your own learning through identifying learning needs, setting objectives, responding to feedback and monitoring progress through critical reflection.	KS2	Search for, synthesise, evaluate and apply relevant information from a range of sources	KS3	Communicate with others in a clear and articulate manner, using appropriate styles for different audiences.	<p>The learning outcomes for this section are those of the Health Professions Council and are assessed through portfolio evidence, TMA and EMA.</p> <p>The curriculum map demonstrates how increasing use of information technology is reflected through both your learning and the development of your practice.</p> <p>In practice you will also need to demonstrate reflective skills and as part of this reflection demonstrate your personal development from work-based experiences.</p> <p>Assessments;</p> <ul style="list-style-type: none"> <li>· five tutor-marked assignments (TMAs) ·</li> <li>· one end-of-module assessment (EMA).</li> </ul>
Key Skills										
KS1	Manage your own learning through identifying learning needs, setting objectives, responding to feedback and monitoring progress through critical reflection.									
KS2	Search for, synthesise, evaluate and apply relevant information from a range of sources									
KS3	Communicate with others in a clear and articulate manner, using appropriate styles for different audiences.									

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<b><u>Learning Outcomes – LEVEL 4 K104</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>

Knowledge and Understanding	
KU1	the role of the nursing student and how to be a proactive learner in the practice setting
KU2	the roles of health and social care professionals across a range of care settings
KU3	reflective models and techniques, self-awareness and resilience
KU4	the principles of holistic and person-centred approaches to assessment and care
KU5	the biological, pharmacological, physical, socio-cultural, political, legal, organisational and psychological concepts and theories relevant to contemporary practice
KU6	the nature of professional care including the values, ethics and standards applied to care providers in a range of contexts.

The modules in this qualification provide an opportunity for you to demonstrate how your practice has been informed through teaching and learning. You will also demonstrate increasing levels of practice competence through:

- TMAs that review the student's ability to negotiate learning contracts, through a critical incident patient/client dilemma, and evaluation of their evidence base for care
- EMA incorporating a portfolio of practice development and reflective commentary on practice.

Assessments;

- two tutor-marked assignments (TMAs)
- a practice assessment interview (PAI) - the outcome of which will be recorded via the iCMA system within iCMA 41
- an interactive computer-marked assignment (iCMA 43)
- an end-of-module assessment (EMA)
- a practice assessment document (PAD) of practice learning.

### 3B. Cognitive skills

Learning outcomes:		Learning and teaching strategy/ assessment methods												
<p>On completion of this module you will have developed the following cognitive skills:</p> <table border="1"> <tr> <td>CS1</td> <td>Review the information gathered during assessment and nursing care delivery.</td> </tr> <tr> <td>CS2</td> <td>Discuss the rationale for nursing care, with reference to available evidence.</td> </tr> <tr> <td>CS3</td> <td>Identify and discuss factors influencing the quality and safety of care from practice experience.</td> </tr> <tr> <td>CS4</td> <td>Consider the risks associated with quality and safety in health and social care and evaluate strategies for safety and quality improvement.</td> </tr> <tr> <td>CS5</td> <td>Reflect on experiences of health, wellbeing and social care from your own and other's perspectives.</td> </tr> <tr> <td>CS6</td> <td>Recognise the process associated with the promotion of health and wellbeing, and the</td> </tr> </table>		CS1	Review the information gathered during assessment and nursing care delivery.	CS2	Discuss the rationale for nursing care, with reference to available evidence.	CS3	Identify and discuss factors influencing the quality and safety of care from practice experience.	CS4	Consider the risks associated with quality and safety in health and social care and evaluate strategies for safety and quality improvement.	CS5	Reflect on experiences of health, wellbeing and social care from your own and other's perspectives.	CS6	Recognise the process associated with the promotion of health and wellbeing, and the	<p>Throughout the qualification, cognitive skills are assessed in practice by the demonstration of thinking and reflective skills which reflect understanding of practice interventions and evaluation.</p> <p>Cognitive skills are also measured through adherence to marking criteria that require you to demonstrate relevance and depth within project work whether this be through TMAs, examination or other forms of coursework.</p> <p>Assessments;</p> <ul style="list-style-type: none"> <li>• two tutor-marked assignments (TMAs)</li> <li>• a practice assessment interview (PAI) - the outcome of which will be recorded via the iCMA system within iCMA 41</li> <li>• an interactive computer-marked assignment (iCMA 43)</li> <li>• an end-of-module assessment (EMA)</li> <li>• a practice assessment document (PAD) of practice learning.</li> </ul>
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CS4	Consider the risks associated with quality and safety in health and social care and evaluate strategies for safety and quality improvement.													
CS5	Reflect on experiences of health, wellbeing and social care from your own and other's perspectives.													
CS6	Recognise the process associated with the promotion of health and wellbeing, and the													

	concept and impact of health inequalities.	
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**3C. Practical and professional skills**

Learning outcomes:		Learning and teaching strategy/ assessment methods
<p>When you complete this module, you will be able to:</p>		<p>The development of key skills is woven through all the modules and demonstrated through the preparation of assessed student work. Your skills of problem solving, communication and competence with numeracy are also reviewed and assessed. Practical and/or professional skills are assessed primarily in practice during the work-based learning module. In practice you will also need to demonstrate reflective skills and as part of this reflection demonstrate your personal development from work-based experiences.</p> <p>You will need to demonstrate application of your learning to practice at a level of competence that satisfies external standards for Certificates of Higher Education.</p> <p>Assessments;</p> <ul style="list-style-type: none"> <li>· two tutor-marked assignments (TMAs)</li> <li>· a practice assessment interview (PAI) - the outcome of which will be recorded via the iCMA system within iCMA 41</li> <li>· an interactive computer-marked assignment (iCMA 43)</li> <li>· an end-of-module assessment (EMA)</li> </ul>
PPS1	demonstrate professional values and behaviour in accordance with the nursing and midwifery council's code.	
PPS2	identify and discuss opportunities for health-promotion activities in the practice setting.	
PPS3	demonstrate an ability to assess people's needs using appropriate skills and tools.	
PPS4	apply care-planning skills, deliver and document care, in partnership with people and families.	
PPS5	demonstrate a range of practical/clinical skills, as appropriate to own field of practice, in the delivery of safe, effective, dignified and compassionate nursing care.	
PPS6	demonstrate an ability to work with people, their families, carers and colleagues.	
PPS7	display insights into own abilities and when to seek support in a timely way.	

PPS8	apply the values of equality, diversity, protection and confidentiality to professional healthcare practice.	<ul style="list-style-type: none"> <li>a practice assessment document (PAD) of practice learning.</li> </ul>
PPS9	demonstrate resilience and acknowledge the impact and demands of professional practice on your personal health and wellbeing, engaging in self-care and accessing support when required.	

3D. Key/transferable skills						
Learning outcomes:		Learning and teaching strategy/ assessment methods				
<p>When you complete this module, you will be able to:</p> <table border="1"> <tr> <td>KS1</td> <td>use a questioning and problem-solving approach to nursing care</td> </tr> <tr> <td>KS2</td> <td>demonstrate a range of communication and relationship management skills with people, families and colleagues, and as appropriate to own field of practice</td> </tr> </table>		KS1	use a questioning and problem-solving approach to nursing care	KS2	demonstrate a range of communication and relationship management skills with people, families and colleagues, and as appropriate to own field of practice	<p>The learning outcomes for this section are those of the Health Professions Council and are assessed through portfolio evidence, TMA and EMA.</p> <p>The curriculum map demonstrates how increasing use of information technology is reflected through both your learning and the development of your practice.</p>
KS1	use a questioning and problem-solving approach to nursing care					
KS2	demonstrate a range of communication and relationship management skills with people, families and colleagues, and as appropriate to own field of practice					

KS3	develop numeracy and literacy skills with application to safe and effective nursing practice, including medicines management	In practice you will also need to demonstrate reflective skills and as part of this reflection demonstrate your personal development from work-based experiences.
KS4	demonstrate personal responsibility for care delivered in practice and discuss own role	

KS5	manage your own learning through identifying learning needs, setting objectives, responding to feedback and monitoring progress through critical reflection	<p>Assessments;</p> <ul style="list-style-type: none"> <li>• two tutor-marked assignments (TMAs)</li> <li>• a practice assessment interview (PAI) - the outcome of which will be recorded via the iCMA system within iCMA 41</li> <li>• an interactive computer-marked assignment (iCMA 43)</li> <li>• an end-of-module assessment (EMA)</li> <li>• a practice assessment document (PAD) of practice learning.</li> </ul>
KS6	search for, synthesise, evaluate and apply relevant information from a range of sources	
KS7	communicate effectively and manage relationships with people, families, carers and health and social care colleagues, using a range of appropriate methods and applying emotional intelligence.	



#### 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

The Certificate of Higher Education in Healthcare Practice will be delivered full time over one academic year with students completing two 60 credit semesters. The College would anticipate increasing this offer to two-year part-time provision from September 2022. The College will offer two start dates September and Jan each academic year to provide maximum flexibility for the placement providers.

Full-time student will be required to attend 1 full day in college and 2 days in placement to meet the programme requirements. Placement days may vary to meet the needs of the placement provider and will provide a minimum of 770 hours.

Part-time students will cover module K102 in year 1 and K104 in year 2 completing 60 credits per year. They will be required to complete placement in year 2. Placement days may vary to meet the needs of the placement provider and will provide a minimum of 770 hours.

Additional lecture material will be delivered online and supported by face-to-face tutorial sessions and practical classes. While Full-time provision will be provided in partnership with the Southern Health & Social Care Trust, it is anticipated that future part-time provision would be provided in partnership with the independent sector.

<b>Full Time Provision</b>	
<b>1 Day in College</b>	<b>8.5 hours per day for 32 weeks (Two 16-week semesters).</b>
K102	Lecture, seminars and workshops.
K104	Lecture, Skills development and workshops.
Tutorial	Group/Small group/Individual

<b>Placement</b>	<b>Minimum of 770 hours over the academic year.</b>	
Practice assessor visits.	3 tripartite meetings with student and assessor.	
Practice supervisor	240 hours of your placement will be with the practice supervisor.	
<b>Part Time Provision</b>		
<b>½ Day in College</b>	<b>4.5 hours per day for 32 weeks (Two 16-week semesters).</b>	
Year 1 - K102	Lecture, seminars and workshops.	
Year 2 - K104	Lecture, Skills development and workshops.	
Tutorial	Group/Small group/Individual	
<b>Placement - Year 2</b>	<b>Minimum of 770 hours over the academic year in year 2.</b>	

Practice assessor visits.	3 tripartite meetings with student and assessor.
Practice supervisor	240 hours of placement will be with the practice supervisor.

Professional Placement fits in the structure of Module K104 which is a work-based module in a healthcare setting where students are on placement providing direct care, with the aim of developing their knowledge and skills to deliver high quality, safe care. Students' complete written assignments and a practice assessment document (PAD) denoting understanding and developing skills and competencies in practice.

This module will support the development of student practice. Students will be supported throughout by the Practice Supervisor and Practice Tutor/Academic Assessor and practice will be assessed by a Practice Assessor and the Practice Tutor/ Academic Assessor.

The professional placement supports the student to development their practice (770 hours of work-based learning) and the Practice supervisor will be available for 240 hours of that time for the student.

K102 will be delivered predominately through one day face to face teaching in the SRC with additional support online. On completion of both modules K102 and K104 students can apply to the Open University Adult Nursing Degree and seek APEL to enter onto Year 2 of the three year programme and other Universities such as Liverpool John Moore's.

PT students can also attend this programme as an employee from the Healthcare Public (Southern Health and Social Care Trust) or within the independent facilities such as private care homes. It is hoped that the student can benefit of a fully funded Higher level

Apprenticeships whilst undertaking the Level 4 programme (subject to public funding from DfE, Department for the Economy). This is a very attractive offer for those already working in the HealthCare sector and are seeking to upskill and progress into formal Nursing training.

5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

An induction period of one week occurs at the start of the programme. The theory aspect of the week involves taking the students through the Student Handbook which provides information on the various policies and procedures for the programme and details the organisation of teaching and learning and describes the arrangements for submission and return of assessment. During this time students are introduced to Higher Education study, writing and reference skills. In addition, guidance material is provided online through CANVAS for the students and is also revisited during tutorial sessions. Students are also given the opportunity to sample previous student assessed work to gauge standards.

In the first year of the course a healthy balance of theory sessions mixed with practical classes have been designed to support the smooth transition to Higher Education Study.

Students are introduced to CANVAS the College's Virtual Learning Environment. Follow up sessions to encourage its use occur on a regular basis through individual subject tutors and through the tutorial system. Special note is made of the Plagiarism Policy and the 'Turnitin' system used to identify plagiarism in coursework submissions. During this Induction period students are also appointed to an individual tutor. The class group are timetabled to meet for one hour every week with this tutor who provides them with support in a variety of ways. Initially it is to assist with the settling in period to Higher Education and in some cases living

away from home. As the student settles into the course the focus will develop to support the student through assignment work, exam preparation, work-based learning decisions, option choices, financial issues and attendance issues.

### **Retention**

The College has developed a bespoke programme report database referred to as a retention 'Tool Kit'. This is used by the course team to internally benchmark recruitment, retention and achievement within the Certificate. The data provides the basis of an eight weekly student review process. This is known as a Progress Review at the College. This supplements

the Exam and Progress Board process. Individual student attendance and progress is reviewed by the Course team, student support services and college management to ensure a unified approach.

#### 6. Criteria for admission

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

**Applicants must:**

**Course (both PT and FT )**

Specific requirements of the Applicants must satisfy the Open University's general entry requirements listed below: and in addition have achieved GCSE Mathematics and English Grade C or equivalent.

- Applicants should normally have obtained a minimum of 48 UCAS points achieved through the completion of A Levels, National Awards, Access or other alternative approved level 3 qualifications.
- Have attained at least 15 points at Level 2 or above (e.g. GCSE) or have alternative approved qualifications. In addition, applicants must provide evidence of competence in written and spoken English Language. GCSE English grade C or Essential Skills Level 2. GCSE Maths grade C or Essential Skills Level 2
- Applicants will be required to pass an Access NI Check
- Applicants must demonstrate their ability to study at academic level 4 and the potential to progress to level 5. Applicants may be required to demonstrate their ability to undertake the course through the recognition of prior learning (RPL).
- Applicants must complete an entrance interview.
- Applicants will be asked to complete a Health Declaration.

**Admissions Process**

**Prior to Enrolment**

The application and enrolment process involves the following steps for full and part time HE provision in SRC:

1. **Complete the online application form**
2. **Joint interview with SRC and placement provider/employer**
3. **Meet the course entry requirements**



**4. Upon receipt of evidence of results unconditional offer issue to applicant for the course**

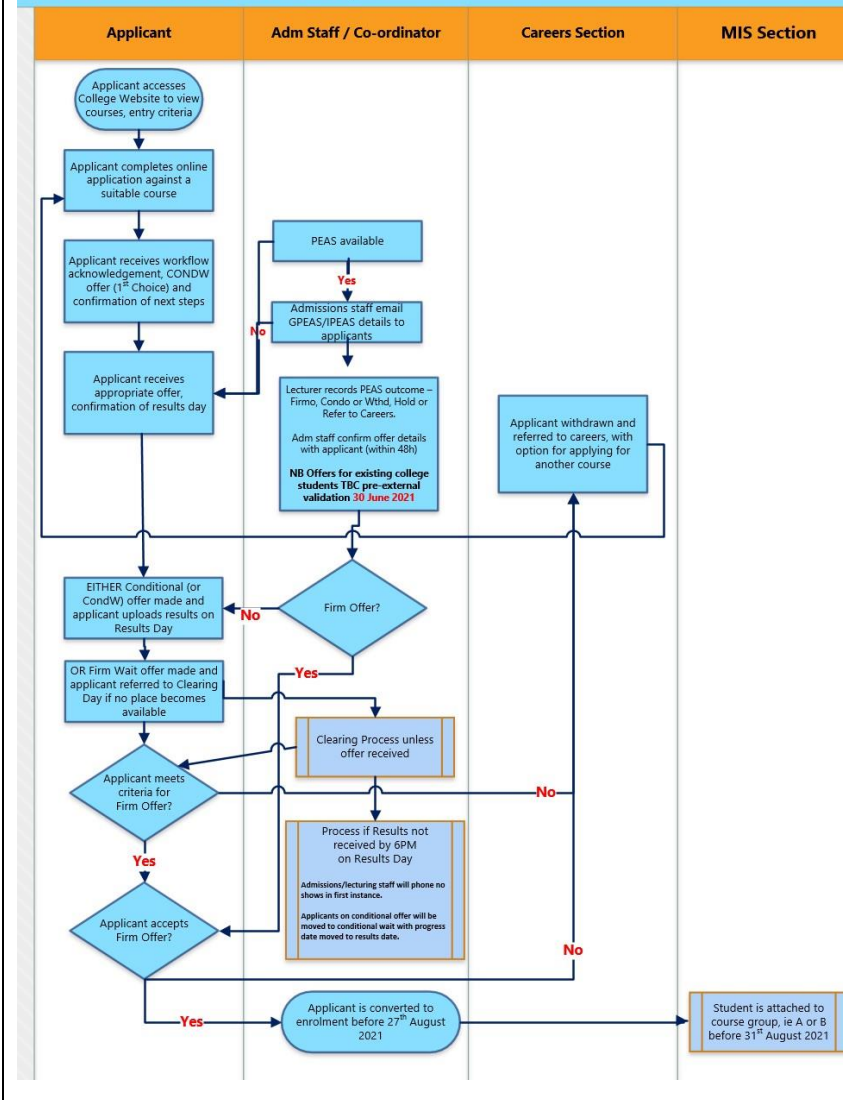
*1. All SRC applicants must apply online via our online application form:*  
<https://application.src.ac.uk/login.php>

**The College 21-22 application process is outlined as follows**



The Open  
University

### APPLICATION PROCESS – 2021/22



### 7. Language of study

English

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

SRC's curriculum delivery at HE assures consistency and rigour in marking through internal and external moderation as appropriate. Consistency and parity is achieved through the definition of the forms of assessment and a requirement for each programme to adopt a range of assessment methods. Assessment is governed by a structure which is rigorous and transparent.

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

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

Evaluation of teaching and learning is assessed through lesson observations, module evaluations, and students' responses to questionnaires, focus groups, students' comments in course meetings. All full time teaching staff are required to have achieved or be working towards a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are through group and individual staff development.

In addition, all staff must partake in the College Staff Development Programme both of which focus on raising standards in teaching and learning as well as individual tutors'

Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual HE Self-Evaluation Report (SER) and any required improvements in the Quality Improvement Plan. The HE SER is validated by the HE Advisory Board and reported to the Governors Quality and Standards Committee.

To support the evidence for the production of this report a number of mechanisms are employed

- Student /Staff Committee meetings
- Student Surveys
- National Student Surveys

A staff appraisal process is carried out each year to assess the individual lecturer performance and identify any staff development required in the incoming year.

Every 2 years classroom observations are carried out to assess the pedagogic performance of lectures and any develop needed,

The college has developed a team of Teaching and Learning Advisors to help support staff and teams in improving the quality and standards of teaching and learning.

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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 (✓) particular programme learning outcomes.

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Level	Study module/unit																													
		KU1	KU2	KU3	KU4	KU5	KU6	CS1	CS2	CS3	CS4	CS5	CS6	KS1	KS2	KS3	KS4	KS5	KS6	KS7	PPS1	PPS2	PPS3	PPS4	PPS5	PPS6	PPS7	PPS8	PPS9	
4	K102	X	X	X				X	X	X				X	X	X					X	X	X							
	K104	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

### Annexe 3 - Curriculum mapping against the apprenticeship standard **N/A**

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.



Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										
Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										



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

- 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.