

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BSc (Hons) Health and Social Care (top-up)
<b>Teaching Institution</b>	New College Durham University Centre
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2018
<b>Date of latest OU (re)validation</b>	2022
<b>Next revalidation</b>	2027 - 2028
<b>Credit points for the award</b>	120 Credits / Level 6
<b>UCAS Code</b>	
<b>Programme start date</b>	September 2023
<b>Underpinning QAA subject benchmark(s)</b>	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 (updated) (2019). QAA Benchmark Social Policy (2016). National Minimum Training Standards (Skills for Health and Care 2013), Public Health Skills and Career Framework (2008)
<b>Other external and internal reference points used to inform programme outcomes</b>	QAA The Revised UK Quality Code for Higher Education (2018).
<b>Professional/statutory recognition</b>	N/A
<b>Mode(s) of Study (PT, FT, DL, Mix of DL and Face-to-Face)</b>	Full time (FT)
<b>Duration of the programme for each mode of study</b>	FT 1 Year (6 hours per day, two days a week)
<b>Dual accreditation (if applicable)</b>	N/A

<b>Date of production/revision of this specification</b>	22/01/2023
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**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the 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 acknowledgement of the significance of health and social care education is undeniable. Everyone in society will be affected by issues relating to health and social care and the biggest impact for health and wellbeing problems are upon those who are most vulnerable in society.

The aims of the award are to:

- Develop students understanding of the relationship between health and human society through analytical lens of a variety of disciplines such as health, sociology, psychology and leadership and management through the development of key research and study skills that demonstrate academic growth.
- Engage in academic activities and reflective practice bridge the gap between study and practice, with a strong focus on the contextualisation of aptitudes and their transferability to the clinical setting or area of research.
- Promote skills relevant to employment opportunities or post graduate study.

Through a developmental structured approach, the BSc (Hons) Health and Social Care (Top-Up) Degree allows students to identify contemporary issues within health and social care, permitting them to embark on a journey of discovery and to investigate a chosen area of research while developing and critically analysing their findings in promoting a proposed change.

With this underpinned academic knowledge, students will then embark on a period of work placement within the sector or research an area of interest. 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 everyone, particularly those most vulnerable in society. By providing and facilitating a common theme of the development of critical reasoning and analytical skills in relation to the context of health and/or social care throughout the programme equips students with research skills, knowledge and understanding of how reputable higher education research relating to health and/or social care can raise current issues that continue to negatively affect individuals/cultures/groups in society, particularly those who are defined as vulnerable.

It is the purpose of the programme to allow learners the opportunity to use the knowledge from core modules as a means to investigate a self-initiated research investigation. This will draw attention to and critically evaluate the area under scrutiny and the potential impact on health or social care practice. This enables students to learn and adapt skills and approaches alongside relating theory to practice. Through this approach, students are able to evidently justify the need to examine areas of health and/or social care that remain problematic in society and accordingly, produce some informative investigations for research projects, outlining appropriate recommendations.

The uniqueness of this award has been designed through a carefully constructed programme, which challenges students to gain a critical understanding about health and/or social care and reflect on the contemporary issues that impact upon

and influence the lives of everyone in society particularly those who are vulnerable.

## 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.

**Full Time** delivery- 1 Year (6 hours per day, two days a week)

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.

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 which meets the needs of the employers within the

health and social care sector. 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)**

Students must complete first 3 modules at 20 credits each:

- Contemporary Issues in Health and Social Care.
- Managing the Changes in Health and Social Care Practice.
- Reflective Practice in Health or Social Care.

**Programme Structure - LEVEL 6**

<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>
<ul style="list-style-type: none"> <li>Contemporary Issues in Health and Social Care.</li> </ul>	20	None		No	1
<ul style="list-style-type: none"> <li>Managing the Changes in Health and Social Care Practice.</li> </ul>	20	None		No	1
<ul style="list-style-type: none"> <li>Reflective Practice in Health or Social Care.</li> </ul>	20	None		No	1 and 2
<ul style="list-style-type: none"> <li>Implementation of Innovation in Health or Social Care.</li> </ul>	60	None		No	1 and 2

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Demonstrate indepth knowledge of the sector and its operations.</p> <p><b>A2</b> Critically evaluate the different perspectives on the provision of services.</p>	<p>The learning, teaching and assessment methods throughout the programme will use the Quality Assurance Agency (QAA) Subject Benchmark Statement(s) for Health Studies (2019) as a reference point and indicators of overall expectations of students’ knowledge, skills and understanding of the health and social care sector.</p> <p>Throughout the programme, a variation of teaching methods will be used to accommodate different learning styles, check knowledge and understanding and provide a rich and varied learning experience involving:</p>

## Learning Outcomes – LEVEL 6

### **3A. Knowledge and understanding**

**A3** Critically explore the biological/physiological/psychological outcomes or service delivery.

**A4** Demonstrate comprehensive knowledge of research methodologies.

**A5** Awareness of multi professional, inter-professional and multiagency working as a means to meeting the needs of health and social care provisions.

Lecture-based learning: This is an effective form of delivering information to all students.

Problem-based learning: In this method, students are presented with real-world problems and work in groups to come up with solutions. This method is effective in promoting collaboration, critical thinking, and problem-solving skills.

Flipped Classroom: This method involves students watching videos or reading texts outside of class and then coming to class to engage in activities that apply the knowledge they learned. This method can be effective in promoting student engagement and active learning.

Peer Learning: In this method, students work in small groups and teach each other. This method can promote collaboration, communication, and the development of teaching and leadership skills.

Project-Based Learning: In this method, students work on projects that require them to research, design, and implement solutions to

## **Learning Outcomes – LEVEL 6**

### **3A. Knowledge and understanding**

real-world problems. This method can promote collaboration, creativity, problem-solving and referencing skills.

**Problem-based learning:** This strategy involves students working on real-world problems and issues. It promotes critical thinking, problem-solving, and application of knowledge.

**Inquiry-based learning:** This strategy involves students exploring questions and problems in a self-directed and self-motivated way. It encourages curiosity, creativity, and independent thinking.

The assessment methods used will include:

**Critical Essays:** This involves evaluating an individual's ability to analyse, evaluate, and synthesise complex ideas and arguments. This method is effective as it requires students to engage with the subject matter and develop their critical thinking and writing skills.

**Presentations:** This method assesses the student's ability to communicate and present information effectively. It also provides an

## **Learning Outcomes – LEVEL 6**

### **3A. Knowledge and understanding**

opportunity for students to demonstrate their understanding of complex ideas and arguments. By preparing and delivering a presentation, students are required to gather and create information and communicate it effectively to an audience. This process can help students deepen their understanding of the subject matter and identify any gaps in their knowledge.

Reports: Writing a report requires students to conduct thorough research and critically evaluate sources. This helps to develop essential research skills that are highly valued in the workplace and in academia. This method also requires students to analyse and interpret data, and draw conclusions based on evidence, promoting analytical thinking skills.

Dissertations (Research Projects): This process requires extensive research, including conducting literature reviews, collecting and analysing data, and interpreting findings. This process helps to

**Learning Outcomes – LEVEL 6**

**3A. Knowledge and understanding**

develop students' research skills and provides them with a practical understanding of research methodologies. This method requires students to explore and examine data, evaluate the strengths and weaknesses of existing research, and develop a critical perspective on their topic. This promotes critical thinking skills, which are highly valued in academia and the workforce. A dissertation also involves a significant amount of independent learning, including self-directed research, planning, and time management and this helps students to develop the ability to work independently and take responsibility for their own learning. This method can also be viewed as a valuable addition to a student's CV or resume, as it demonstrates their ability to undertake complex research projects, investigate data, and communicate findings. This can be advantageous when applying for jobs or postgraduate programs.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Evaluate and synthesise evidence to make independent judgements of the sector</p> <p><b>B2</b> Demonstrate the ability to reflect upon intellectual flexibility and openness to innovation and change in line with professional values and care ethics.</p> <p><b>B3</b> Analyse and constructively critique theories, practice, and research in the area of health and/or social care.</p>	<p>A range of cognitive skills will be used to enable students to learn, think, reason, and problem-solve. The following are some of the learning and teaching strategies that will be used to develop and evaluate students' cognitive skills:</p> <p>Active Learning: Active learning strategies, such as problem-based learning, case studies, and collaborative learning, will help to develop cognitive skills by engaging students in the learning process and encouraging critical thinking and problem-solving. This approach also helps students to develop skills such as teamwork and problem-solving.</p> <p>Inquiry-Based Learning: Inquiry-based learning involves asking questions, investigating, and finding answers through research and experimentation. This approach will aid students to develop cognitive skills such as information processing, analysis, and synthesis.</p>

### 3B. Cognitive skills

Scaffolded Learning: Scaffolding involves providing support and guidance to students as they learn, gradually withdrawing support as their skills develop. This approach can be particularly effective for developing cognitive skills, as it allows students to build on their existing knowledge and gradually develop more complex skills.

Technology-Enhanced Learning: Technology can be used to enhance learning by providing opportunities for students to engage with multimedia resources, simulations, and online discussions. This approach can help to develop cognitive skills such as digital literacy, critical thinking, and problem-solving.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Articulate ideas relevant to sector specific discussions</p> <p><b>C2</b> Able to work autonomously demonstrating professional values, care ethics and empathy.</p> <p><b>C3</b> Demonstrate project management skills</p> <p><b>C4</b> Use appropriate academic conventions in relation to all summative assessments.</p>	<p>Practical and professional skills are essential for success in many disciplines and industries and is a crucial element of this programme to incorporate strategies to develop these skills into students teaching and learning practices. These are some of the effective learning and teaching strategies for developing practical and professional skills that are used:</p> <p>Experiential Learning: Experiential learning involves learning by doing, allowing students to develop practical skills through hands-on experience. This can be achieved through employer links.</p> <p>Collaborative Learning: Collaborative learning involves students working together to solve problems or complete tasks. This approach can help to develop teamwork, communication, and leadership skills.</p>

### 3C. Practical and professional skills

**C4** Use appropriate academic conventions in relation to all summative assessments.

**Problem-Based Learning:** Problem-based learning involves presenting students with a real-world problem or scenario and challenging them to solve it using the skills and knowledge they have acquired in the course. This approach can help to develop critical thinking and problem-solving skills.

**Case Studies:** Case studies are a powerful tool for developing practical and professional skills. Students analyse and interpret a real-life scenario and provide recommendations and solutions.

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1</b> Demonstrate ability to manage own learning as part of lifelong learning.</p> <p><b>D2</b> Use information and (ICT) appropriately to present work.</p> <p><b>D3</b> Become more independent, flexible and responsible and develop as an independent learner.</p> <p><b>D4</b> Apply adequate, relevant and reputable research and follow Harvard referencing protocol.</p>	<p>Transferable skills are skills that can be used in multiple contexts and are highly valued by employers in a variety of industries. In this programme, it is important to incorporate teaching and learning strategies that help students develop these transferable skills. Here are some effective learning and teaching strategies for developing key transferable skills that are used:</p> <p>Communication Skills: To develop these skills, strategies such as classroom discussions, debates, and group projects can be effective. Providing feedback to students on their communication skills can help them improve their ability to express their ideas and listen to others.</p> <p>Critical Thinking: Critical thinking involves analysing, evaluating, and synthesizing information to make informed decisions. To develop these skills, strategies such as problem-based learning, case studies, and debates can be effective. Encouraging students</p>

### 3D. Key/transerable skills

to ask questions and think creatively can also help develop their critical thinking abilities.

Leadership and Teamwork: Leadership and teamwork skills are essential for success in many industries. Strategies such as group projects, role plays, and simulations can help develop these skills. Providing opportunities for students to lead discussions, take on leadership roles, and work collaboratively can also help develop their leadership and teamwork abilities.

Digital Literacy: Digital literacy is essential in today's digital age. Strategies such as technology-enhanced learning, using online resources, and incorporating social media and blogs into coursework can help develop students' digital literacy skills. Encouraging students to critically evaluate information and sources found online can also help develop their digital literacy abilities.

Time Management: Time management skills are important for success in higher education and beyond. Strategies such as project

<b>3D. Key/transferable skills</b>	
	planning, setting deadlines, and creating schedules can help students develop their time management skills. Providing feedback on time management skills can also help students improve their ability to prioritize and manage their time effectively.

#### **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. Module contents, 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 report.
- Utilise transferable skills to enable the planning, development and implementation of innovation project.
- Construct an evidence based, professional project.

The course places focus upon a developmental approach allowing the opportunity for students to investigate/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) Degree allows students opportunities 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 have the opportunity to engage in reflective work-related learning experiences/appropriate investigative areas of their choice within health and social care resulting in-depth research scrutiny.

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. Importance is also placed upon the skills and understanding of academic research/writing standards for students wishing to progress to post graduate education.

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 chosen work areas/any areas of research interest, meets course-learning outcomes and has the potential for the student to facilitate their proposed change.

## 5. Support for students and their learning

## **Student Induction**

All students joining the course will undertake an induction programme at their point of entry. Adult learning principles reinforce the induction strategy intended at encouraging students to make the most of their higher education experience at New College Durham University Centre and take responsibility for their learning. During the welcome and induction period, students are informed around college expectations, academic regulations and given the chance to overview the programme. There is an overview of the modules, scheme of learning and assessment schedule. This is in order for students to gain an understanding of the necessary study and criticality required to demonstrate good academic practice and integrity.

Students will be informed that, in correlation with adult learning principles, they will be expected to be active and independent learners. The learning and teaching approaches that will be used are aimed at empowering, enabling, and facilitating learning, demonstrating self-direction and sound time management skills in completing tasks/assignments, developing transferable skills, linking theory and practice in creative and innovative ways, and critically evaluating and applying new learning to reflect and problem solve. In addition, students will be informed that they will submit their assignments electronically through Turnitin, which impacts positively on students' learning as it provides feedback on originality and avoids plagiarism. Students will be able to check their presentation of references/citations and their similarity scores. Cohort identity is addressed at the very beginning of the programme and students appoint a representative who will ensure that their views are heard through a number of HE and higher education student forums within the college.

Throughout the programme students will be provided with opportunities to be part of the community of learning and develop networks, learn together with each other and staff, sharing knowledge, solving problems, and exchanging ideas and frustrations. The VLE, as an interactive tool, will play a significant role in the

development of the community of learning alongside continued provision of the journal club.

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.

### **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 FdSc 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.

- **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 the 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 New College Durham University 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 TEAMS; 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 campus.

### **Additional Learning Support**

Student's academic writing and study skills are assessed through the process of a pre-course task, interview task and if relevant a referral for additional support which will be made to the learning support team as a proactive measure.

If students feel they need any additional learning support during their programme this can be arranged through the college learning support service and the Higher Education Disability Advisor. A team approach to monitoring student progress is essential to ensure intervention is proactive rather than reactive, the ideal mechanism to facilitate this is through the tutorial system.

### **Financial Support**

Through the admissions process students are encouraged to access a range of avenues to secure funding for their programme of study. This includes a review of official government websites, employers, or personal guidance on the range of funding available to them. This can be identified in a one-to-one consultation with ASC and the Students' Union. Furthermore, New College Durham has a hardship fund that students on low incomes can apply for twice throughout the academic year.

### 6. Criteria for admission

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

The College Admissions Policy is aligned to QAA Quality Code expectations, core and guiding principles for Admissions, Recruitment and Widening Access; it is clear to prospective students how the recruitment, selection and admission process will be conducted. The selection processes for entry into higher education

are underpinned by transparent entry requirements, both standard and non-standard. This corresponds to NCD Academic Regulations Section E; regulatory principles governing recruitment and admission to higher education programmes. Valid and reliable methods of application and selection assessment are utilised by the team; correlation of entry criteria is available via the programme specifications, online website information and interview criteria. This triangulation ensures consistency and fairness by the course team. Marketing information is regularly checked for accuracy in terms of pre-entry requirements, changes to course specifications and timetables.

Widening participation and inclusion strategies include ensuring those students with protected characteristics are pro-actively encouraged to attend NCD HE learning support and apply for DSA funding pre-course.

### **Standard Entry Criteria**

- All applicants should hold a Level 5 qualification at course commencement (HND / FdSc / 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
- If students wish to work for a health and/or social care employer (either voluntary or paid) to aid with their research whilst studying on the BSc (Hons) Health and Social Care (Top-Up) Degree, they will be informed on induction, that the employer will request them to have a clear DBS.

### **Non-Standard Entry Criteria:**

- 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.

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.

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

<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.

New approaches to e-learning and digital literacy were developed due to Covid-19 being a catalyst for the rapid adoption of digital teaching, learning and assessment. Students now have access to a range of online resources such as Office365, Teams, IT equipment and technical support. Additional funding from

both New College Durham and the Office for Students had been made available to all students in terms of support with equipment and access to Wi-Fi. This was to ensure no student was disadvantaged by any barriers in terms of digital poverty. This alongside upskilling HE lecturing staff with training on promotion of using Teams, e-learning delivery, and strategies.

### **Student Voice**

The contribution of the student voice is a critical quality element at the College. It is focussed 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	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
6	HSC601 Contemporary Issues in Health and Social Care.																
6	HSC602 Managing the Changes in Health and Social Care Practice																
6	HSC603 Reflective Practice in Health or Social Care																
6	HSC604 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 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.