

Programme specification

(July 2024)

1. Overview / factual information

Programme/award title(s)	Certificate of Higher Education in Healthcare Practice
Teaching Institution	Northern Regional College
Awarding Institution	The Open University (OU)
Date of first OU validation	April 2024
Date of latest OU (re)validation	na
Next revalidation	April 2029
Credit points for the award	120
UCAS (Universities and Colleges Admissions Service) Code	NA
HECoS Code	NA
LDCS Code (FE (Further Education) Colleges)	NA
Programme start date and cycle of starts if appropriate.	<p>September 2024 – Newtownabbey campus initially with consideration for the following campuses within Northern Regional College as determined by demand;</p> <p>Coleraine Campus Ballymena Campus Magherafelt Campus</p> <p>Teaching modality blended learning as a contingency plan</p> <p>Student Intake September, a January intake will be considered as an additional recruitment opportunity as determined by demand.</p> <p>Northern Regional College will also take the opportunity to work with the Independent Sector in Health and Social Care across all campuses as determined by demand.</p>

Please note: This specification provides a concise summary of the key features of the programme and the learning outcomes that a typical student might 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.

Underpinning QAA (Quality Assurance Agency) subject benchmark(s)	Subject Benchmark Health and Social Care
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	FT – 1 academic year
Dual accreditation (if applicable)	NA
Date of production/revision of this specification	TBC

2. Programme overview

2.1 Educational aims and objectives

The core educational aims and objectives are as follows:

- The programme aims to develop the learner's academic knowledge, acquisition and practical application of skills and critical evaluation of these, to support their professional enhancement and employability.
- The programme will enable the learners to consider and develop a strategic, holistic, reflective, and creative approach to their work within healthcare professions.
- The design and delivery of the programme will contribute to the achievement of a professional qualification which is recognised and is informed by QAA subject benchmark.

The broader strategic aims are as follows:

- A proactive and innovative curriculum offer which is in line with government economic strategy, healthcare needs and professional development.
- More flexible learning for those individuals who wish to retrain or upskill within the health and social care sector.
- Collaborative working with local HSC (Health and Social Care) employers and public services.
- Health and social care progression routes from level 3 to level 5 which ensure professional development, growth, and enhancement, including a diverse curriculum offer which provides work-based learning, vocational skilling and considerable emphasis on academic thinking, reflective practice, and employability skills.

- Curriculum offer which embraces the ethos of widening social participation and tackling social exclusion in its marketing, recruitment, and selection processes.

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 this programme candidates may secure employment in a Trust setting and/or make application to enter the Stage 2 of the BSc (Hons) Nursing programme with the Open University. However, students can only be considered for stage 2 if they hold a substantive post within the Northern Health and Social Care Trust or another Trust within Northern Ireland. Students may also be able to progress onto HE studies with a range of other universities.

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- Certificate in Higher Education in Healthcare Practice.

3. Programme structure and learning outcomes

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

Programme Structure - LEVEL 4					
Introducing health and social care (K102)	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Introducing Health and Social Care	60	NA		No	Semesters, 1, 2
Introduction to Health and Social Care	60				Semesters, 1,2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u> <u>K102</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>KU1. The contemporary ethical, cultural, political, legal, and social context in which health and social care takes place.</p> <p>KU2. The nature of professional care including the values, ethics and standards applied to care providers in a range of contexts.</p>	<p>Pedagoic Approach</p> <p>The modules in this qualification provide an opportunity for the learner to demonstrate how their practice has been informed through blended learning through face-to face teaching and online activities. Learners will also demonstrate increasing levels of practice competence through:</p>

Learning Outcomes – LEVEL 4 K102	
3A. Knowledge and understanding	
<p>KU3. The key theories, concepts and principles that underpin practice in health and social care, including the significance of service-user perspectives.</p> <p>KU4. The influence and application of developing technologies on the delivery of care.</p>	<p>TMA's 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</p> <p>EMA incorporating a portfolio of practice development and reflective commentary on practice.</p> <p>Assessments;</p> <ul style="list-style-type: none"> • Five tutor-marked assignments (TMAs) • One end-of-module assessment (EMA) – Threshold 40
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>CS1 Review a range of situations in health and social care and assess the appropriateness of different interventions.</p> <p>CS2 Reflect on the experiences of health, wellbeing and social care from your own and others' perspectives</p>	<p>Pedagogic approach</p> <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 the learner to demonstrate relevance and depth</p>

3B. Cognitive skills	
CS3 Recognise the social processes associated with the promotion of health and wellbeing, and the creation of inequalities.	<p>within project work whether this be through TMAs, examination or other forms of coursework.</p> <p>Assesment;</p> <ul style="list-style-type: none"> • Five tutor-marked assignments (TMAs) • One end-of-module assessment

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>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</p> <p>PPS2 Apply underpinning principles, concepts and theories in health and social care to inform and critique practice situation.</p>	<p>Pedagogic approach</p> <p>The development of key skills is woven through both modules and demonstrated through the preparation of assessed student work. The learner's skills of problem solving, communication and competence with numeracy are also reviewed and assessed.</p> <p>Practical and/or professional skills are assessed primarily in practice during the work-based learning module. In practice learner's will also need to demonstrate reflective skills and as part of this reflection demonstrate their personal development from work-based experiences.</p> <p>Learner's will need to demonstrate application of their learning to practice at a level of competence that satisfies external standards for Certificates of Higher Education.</p>

3C. Practical and professional skills	
	Assessments; <ul style="list-style-type: none"> • Five tutor-marked assignments (TMAs) • One end-of-module assessment (EMA)
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>KS1 Learners will need to manage their own learning through identifying learning needs, setting objectives, responding to feedback, and monitoring progress through critical reflection.</p> <p>KS2 Search for, synthesise, evaluate, and apply relevant information from a range of sources.</p> <p>KS3 Communicate with others in a clear and articulate manner, using appropriate styles for different audiences.</p>	<p>Pedagogic approach</p> <p>The learning outcomes for this section are those of the Health Professions Council and are assessed through portfolio evidence, TMAs and an EMA. The curriculum map demonstrates how increasing use of information technology is reflected through both learning the development of the learner's practice.</p> <p>In practice learner's will also need to demonstrate reflective skills and as part of this reflection demonstrate their personal development from work-based experiences.</p> <p>Assessment;</p> <ul style="list-style-type: none"> • Five tutor-marked assignments (TMAs) • One end-of-module assessment (EMA)

Introduction to healthcare practice level 4 K104					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
K104 Introduction to Health Care Practice	60			No	Semester 1, 2

Intended learning outcomes at Level 4

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>KU1 An understanding of the role of the health and social care student and how to be a proactive learner in the practice setting.</p> <p>KU2 An awareness of the roles of health and social care professionals across a range of care settings</p> <p>KU3 An understanding of reflective models and techniques, self-awareness, and resilience</p> <p>KU4 An understanding of the principles of holistic and person-centred approaches to assessment and care</p>	<p>Pedagogic approach</p> <p>The modules in this qualification provide an opportunity for the learner to demonstrate how their practice has been informed through teaching and learning. The learner will also demonstrate increasing levels of practice competence through:</p> <p>TMA's that review the learner's ability to negotiate learning contracts, through a critical incident patient/client dilemma, and evaluation of their evidence base for care</p> <p>EMA incorporating a portfolio of practice development and reflective commentary on practice.</p>

3A. Knowledge and understanding	
<p>KU5 The biological, pharmacological, physical, socio-cultural, political, legal, organisational, and psychological concepts and theories relevant to contemporary practice.</p> <p>KU6 The nature of professional care including the values, ethics and standards applied to care providers in a range of contexts</p>	<p>Assessment;</p> <ul style="list-style-type: none"> • Two tutor-marked assignments (TMAs) • A practice assessment interview (PAI) which will be recorded • A paper based test • 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>CS1. Review the information gathered during assessment and nursing care delivery</p> <p>CS2. Discuss the rationale for nursing care, with reference to available evidence</p> <p>CS3. Identify and discuss factors influencing the quality and safety of care from practice experience</p> <p>CS4. Consider the risks associated with quality and safety in health and social care and evaluate strategies for safety and quality improvement.</p>	<p>Pedagogic approach</p> <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>

3B. Cognitive skills	
<p>CS5. Reflect on experiences of health, wellbeing and social care from your own and others' perspectives.</p> <p>CS6. Recognise the process associated with the promotion of health and wellbeing, and the concept and impact of health inequalities.</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>Assessment;</p> <ul style="list-style-type: none"> • Two tutor-marked assignments (TMAs) • A practice assessment interview (PAI) which will be recorded • A paper based test • An end-of-module assessment (EMA) • A practice assessment document (PAD) of practice learning
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>PPS1 Demonstrate professional values and behaviour in accordance with the Nursing and Midwifery Council's Code</p> <p>PPS2 Identify and discuss opportunities for health promotion activities in the practice setting.</p> <p>PPS3 Demonstrate an ability to assess people's needs using appropriate skills and tools.</p>	<p>Pedagogic approach</p> <p>The development of key skills is woven through all the modules and demonstrated through the preparation of assessed student work. The learner's skills of problem solving, communication and competence with numeracy are also reviewed and assessed.</p> <p>Practical and/or professional skills are assessed primarily in practice during the work-based learning module. In practice the learner will also need to demonstrate reflective skills and as part of</p>

3C. Practical and professional skills	
<p>PPS4 Apply care planning skills, deliver, and document care, in partnership with people and families.</p> <p>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.</p> <p>PPS6 Demonstrate an ability to work with people, their families, carers, and colleagues.</p> <p>PPS7 Display insights into own abilities and when to seek support in a timely way.</p> <p>PPS8 Apply the values of equality, diversity, protection, and confidentiality to professional healthcare practice.</p> <p>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.</p>	<p>this reflection demonstrate your personal development from work-based experiences.</p> <p>The learner 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>Assessment;</p> <ul style="list-style-type: none"> • Two tutor-marked assignments (TMAs) • A practice assessment interview (PAI) which will be recorded • A paper based test • An end-of-module assessment (EMA) • A practice assessment document (PAD) of practice learning

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>KS1 Use a questioning and problem-solving approach to nursing care.</p> <p>KS2 Demonstrate a range of communication and relationship management skills with people, families and colleagues, and as appropriate to own field of practice.</p> <p>KS3 Develop numeracy and literacy skills with application to safe and effective nursing practice, including medicines management.</p> <p>KS4 Demonstrate personal responsibility for care delivered in practice and discuss own role .</p> <p>KS5 Manage your own learning through identifying learning needs, setting objectives, responding to feedback and monitoring progress through critical reflection.</p> <p>KS6 Search for, synthesise, evaluate and apply relevant information from a range of sources.</p> <p>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.</p>	<p>Pedagogic approach</p> <p>The learning outcomes for this section are those of the Health Professions Council and are assessed through portfolio evidence, TMA and EMA. The curriculum map demonstrates how increasing use of information technology is reflected through both your learning and the development of your practice. 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>Assessment;</p> <ul style="list-style-type: none"> • Two tutor-marked assignments (TMAs) • A practice assessment interview (PAI) which will be recorded • A paper based test • An end-of-module assessment (EMA) • A practice assessment document (PAD) of practice learning

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. NRC will offer a September start date for each intake.

This programme is a one-year full time programme and is comprised of two modules, K102 and K104. K102 Introducing Health and Social Care and K104 Introduction to Health Care Practice. These modules will run simultaneously in semesters 1 and 2. Students will also complete 770 hours within practice learning settings of the Northern HSC Trust, across the two semesters.

Semesters are 15 weeks long with the academic year being 30 weeks in total for module delivery, plus an additional two weeks added as induction at the start of the programme, ensuring 32 weeks in total.

In each module, there are a series of learning outcomes. Students will be assessed according to these and must show evidence to achieve these during the assessment cycle. Learning outcomes will reflect academic, vocational, and professional skills which are classified as Knowledge and Understanding, Cognitive, Practical and/or Professional & Key /Transferable Skills.

As full-time NRC students they will be required to attend one full day in college and 2-3 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. Additional lecture material will be delivered online and supported by face-to-face tutorial sessions and practical classes. Full-time provision will be provided in partnership with the Northern HSCT.

Full Time Provision	
1 Day in College	for 32 weeks (Two 16-week semesters).
K102	Lecture, Seminars and Workshops.
K104	Lecture, skills development using simulation and workshops.
Tutorial	Group/Small Group/Individual

Placement	Minimum of 770 hours over the academic year.
Practice tutor visits.	3 tripartite meetings with student and assessor.
Practice supervisor	will have access to the practice supervisor for a minimum of 240 hours

Practice learning is an important aspect of Module K104 which is a work-based module in a healthcare setting. Students on placement provide direct care, with the aim of developing their knowledge and skills to deliver high quality, safe, person-centred care. Students complete written assignments and a practice assessment document (PAD) showing reflective practice and understanding and developing skills and competencies in practice.

NRC students will be expected to demonstrate an awareness of the Nursing and Midwifery Council (NMC) code of conduct which emphasises prioritising people, practicing effectively, preserving safety, and promoting professionalism will be allocated and supported throughout their practice learning by a Practice Supervisor (Trust based) and Practice Tutor (college based) will assess the student's performance and achievement of the practice assessment document requirements.

Role of the Practice Supervisor

- Help students plan and meet their skills/proficiencies as per NIPAD.
- Identify learning opportunities.
- Facilitate learning of new skills/proficiencies
- Offer regular feedback on student performance and record as appropriate in NIPAD.
- Review NIPAD evidence
- Make judgment on progress and attainment.
- Record initial, progress and final meetings in NIPAD

Role of Practice Tutor Assessor (College staff)

- Visit student and practice supervisors in practice.
- Review student academic progress
- Contribute to student documentation.
- Advise on completion of the NIPAD.
- Advise on development of evidence.
- Monitor completion of practice hours
- Plan and conduct PAI (professional assessment interview)
- Assist with formative and summative tripartite assessments.
- Help students plan and meet their skills/proficiencies as per with regular and review of recording in their NIPAD

The practice learning placement supports the student to develop their practice (770 hours of work-based learning) and the Practice Supervisor will be available for 240 hours of that time for the supervision and assessment of the student.

K102 will be delivered through one day face to face teaching in the NRC with additional support and learning activities online. On completion of both modules K102 and K104 students can apply to the Open University Nursing Degree and if successful will be accredited to Year 2 of the 4-year programme. Additionally, select universities also offer upon successful application APEL entry to Year 2 of the degree in nursing.

5. Support for students and their learning

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

A two-week induction period occurs at the start of the programme. The induction period will provide a detailed overview of the course, its learning outcomes, core modules and assessment design. It will also cover the Student Handbook which provides information on college policies and procedures, student support services, digital learning, academic support, and practice, VLE (virtual learning environment), and LRC (Learning Resource Centre) services. Academic practices covered will include arrangements for submission, return of assessment, quality and type of feedback, plagiarism issues and using Turnitin.

During the delivery of the course across semesters 1 and 2, students will also receive academic support, information and advice regarding higher education study skills, academic writing, referencing and digital learning, to ensure that they follow clear academic conventions and standards. 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. NRC also has in place Learning and

Achievement coaches for those who need more support with time management and planning and/or who have a particular learning need.

Students are introduced to CANVAS the College's Virtual Learning Environment (VLE). 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. Students are also appointed to an individual personal 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 College Life. As the student settles into the course the focus will develop to support the student through academic support such as assignment work, exam preparation and work-based learning along with broader pastoral care.

The College, through the Student Services Centres and Student Services Teams, also offers an array of means to support learning under the following areas:

- Careers Advice and Information.
- Northern Plus
- Student Finance.
- Health and Wellbeing
- Inspire Counselling.
- Student Union

The Healthcare Practice Course Team, Student Services Team, and NRC, will ensure that students are part of college life by, promoting a culture which embraces Equality and Diversity, and that Safeguarding remains a core goal.

Full details on all our student support services and service operating times can be found in the student support handbook in addition details of these services can be accessed through the college website or directly at the student services office in the Newtownabbey campus.

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

Applicants must be at least 18 years of age on or before 1st July in the year of proposed entry to the course. Applicants apply through the online college application form.

- Applicants should also have obtained at least 48 UCAS points from A-Levels, National Diplomas/Certificates/Awards, Access, or other equivalent Level 3 qualifications. All qualifications and documented evidence will be checked and verified.
- Applicants who do not meet the Level 3 criteria outlined above but have evidence of substantial knowledge or relevant industrial experience and skills, may apply for APEL.
- Applicants should have attained at least GCSE English Language Grade C or Essential Skills Communication Level 2 and GCSE Mathematics Grade C or Essential Skills Numeracy Level 2.

Applicants must attend an initial information and advice session.

- Those applicants who meet the entry requirements above will then be interviewed and assessed for the course regarding their general suitability. The interview panel will consist of an NRC course team member and NHSCT representative. This is to ensure evidence of competence in written and spoken English Language. Final selection will then be made on the applicant's suitability and offers made accordingly.
- Those who are made conditional/unconditional offers, will then undergo an Access NI check. On successful completion of this, applicants will be asked to complete a Health Declaration.

This is a rigorous selection process that ensures that successful applicants have the academic ability and personal qualities to study at Level 4 and the potential to progress to Level 5.

7. Language of study

English

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

NRC's curriculum delivery at HE (Higher Ed) assures consistency and rigour in marking through internal and external moderation as appropriate. Consistency and parity are 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)

NA

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

Evaluation of the quality of teaching and learning is reflective of ensuring a strong engagement with the student body and voice.

The Student Voice in Northern Regional College has an important and significant part to play. It has two main purposes.

- To ensure that courses and curriculum delivery become part of a self-improvement process for the benefit of students and course teams. This will lead to a maximised educational experience and culture for all students.
- To empower students by providing appropriate ways of listening to their concerns, interests, and needs. This improves inter-personal, communication, negotiation, and problem-solving skills.

NRC provides several effective and engaging ways to promote and engage with the Student Voice. The Student Voice is engaged with through the following means:

1. Personal Tutorial Sessions.
2. Staff/Student Consultative Meetings (SCCM) Class Reps.

3. Meetings with the External Verifier/Examiner.
4. Meetings with Internal Verifier.
5. Student Representatives.
6. Student Governor.
7. Students Union.
8. College Student Surveys- post induction and pre-exit data, including National Student Survey:
9. Unit/Module Review.
10. Reflective Practice within the Classroom:
11. Course Team Meetings- set agenda item and student input from SSCM (Staff Student Consultative Meetings).
12. Social Media.

All students have an opportunity to provide feedback on teaching, learning and assessment. Evaluation of teaching and learning is assessed through a variety of quality mechanism which are as follows:

- Student-Staff-Consultative Meeting provides for students to bring forward any positive or negative issues raised by the student group they represent. The SSCM meetings are on a regular, official, and formal basis each semester. The students can raise any issue surrounding the course, but particularly focus on important delivery issues such as the quality of teaching and learning, assessment design, student support, ILT access or College facilities. Class Representatives play a vital part in NRC life. They are instrumental in ensuring that the Student Voice is heard.
- Personal Tutor/ Course Director Tutorials – All students are allocated a personal tutor who provides specific, individual, bespoke academic support and pastoral care to each student. The programme will also involve a weekly one-hour tutorial facilitated by the course director. Any individual personal circumstances or academic support needs are clearly identified within this.
- Student Surveys –All students participate in the NSS (National Student Survey), along with the college post induction and pre-exit surveys.
- Module Evaluations- are in place for every module with benchmarked completion rates necessary to ensure accuracy of data responses.
- Course Team Meetings- the quality of teaching, learning and assessment is a set agenda item. The Course team will also action plan based around these.
- External Examiner – External Examiners meet with class representatives from each student group to inform regarding the quality of teaching, learning and assessment.

- Lecturer Appraisal System and Class Observation Process.

Students and their learning are also supported in several varied ways:

- o Module/ Personal Tutors- Delivery of Learning, Teaching and Assessment.
- o Module Tutors- Tutorials.
- o Academic and Personal Planning Time.
- o Culture of Self-Reflection, Resilience and Self-Care.
- o Course Director- Pastoral Care/ Academic Support-Tutorial System.
- o Achievement Coaches
- o LRC, VLE and Digital Services Support Team.
- o Induction Programme.

The college has a strong ethos of professional self-improvement. Moreover, within NRC Teaching and Learning Advisors (TLA) who are lecturers with remitted time are appointed due to their pedagogic excellence. The role of the TLA is to support and mentor new and existing tutors as well as deliver specialist workshops on improving delivery, classroom engagement and managing challenging behaviour.

There also exists a strong self-reflective ethos within the college. Course teams and individual tutors reflect on their professional practice during team meetings as a standardised agenda item. They also annually self-reflect on the current academic year to plan for the next through the annual Self-Evaluation Report (SER). Any improvements identified are then collected and collated for the annual College Improvement Plan. Check point meetings take place to ensure that the action plan is being best or fully implemented.

All NRC college tutors who are FT or AL, must have or be working towards a recognised teaching qualification in addition to having their specialist subject/curriculum experience and sector qualifications. The college has a strong appraisal system which also ensures that individual tutors can access specific training and be supported into sector-based work experience as part of the annual continuing professional development days. The Health and Social Care Department also deliver its own individualised training sessions and programmes to ensure that tutors are up to date and current in their professional practice.

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

NA

Annexe 1: Curriculum map

Annexe 2: 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.

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

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

Annexe 3: 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.