

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	BA Hons Top Up in Professional Practice Working with Children and Young People (0-19).
Teaching Institution	NESCOT
Awarding Institution	The Open University (OU)
Date of first OU validation	TBC
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120 credits at Level 6
UCAS Code	TBC
HECoS Code	TBC
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Subject Benchmark Statement: Early Childhood Studies (qaa.ac.uk) Subject Benchmark Statement: Health Studies (qaa.ac.uk) Subject Benchmark Statement: Education Studies (qaa.ac.uk)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	N/A
Professional/statutory recognition	<p>Membership of the Early Childhood Studies Degree Network.</p> <p>https://www.ecsdn.org/</p> <p>In recognition of the potential range of employers across student cohorts, there will be opportunities for broad scope affiliation with numerous awarding bodies.</p>

	https://www.ecsdn.org/ https://hpset.org.uk/ https://www.cqc.org.uk/ https://nya.org.uk/ https://www.playengland.org.uk/ https://www.pacey.org.uk/ https://www.sportandrecreation.org.uk/ https://www.nays.org/
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time with part time attendance.
Duration of the programme for each mode of study	1 year
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	January 2022

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

Aims to:

- Provide a relevant progression route for FD students who work directly with or for children and young people aged 0 – 19 years in care, education, and health settings.
- Improve the employment prospects of students and establish an ethos of continuing professional development and lifelong learning in their respective fields.
- Facilitate the active transfer of knowledge and skills between students working across the age ranges of 0-19 years and disciplines within care, education, and health settings.
- Develop creative and workable solutions in interprofessional and multidisciplinary contexts when working with, or for, children and young people aged 0 – 19 years.
- Build on prior learning at Level 4 & 5 to further develop knowledge, skills, values, and belief systems to enhance work with children and young people aged 0 – 19 years grounded in evidence based practice.
- Raise students' academic curiosity and scepticism when exploring the theoretical, regulatory, and legislative frameworks within which they work and the research that underpins this.
- Support critical reflection to deepen self-awareness and develop a personal philosophy on what constitutes effective child centred professional practice and professionalism.
- Produce child centred graduates with the leadership skills, knowledge, confidence, and resilience needed to uphold the rights of children and young people to protection, provision, and participation.

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)

This course, a BA (Hons) Top Up in Professional Practice working with children and young people (0-19), has been developed in response to employer and students' feedback requesting a level 6 Top-Up degree as a natural progression route for NESCOL's current students on the FDs in Early Years Pedagogy (0-8); Healthcare Play Specialism and Teaching and Learning in Education. It would also be of interest to NESCOL alumni who paused their education at Level 5 and external candidates who have completed their FDs at other institutions. Those who have studied Sports Science and Coaching at Level 5 and now find themselves working directly with children may also be interested.

As such the course will attract a wide and dynamic range of students from differing academic and professional backgrounds who either work, or intend to work, in a range of roles with children aged 0-19. For example: childcare and education; play and youth work; health care; support work; therapeutic services; management; policy making and commissioning. The course will be an excellent progression route into careers that require a post graduate qualification such as Early Years Teacher Status; Qualified Teacher Status. Students will be advised at interview of the required prerequisite qualifications such as Maths, English and Science GCSE for teaching routes. Progression flow charts to professional qualifications will be embedded in the Course Handbook. Course progression routes have also been shared with NESCOL's inhouse Careers Education, Information Advice and Guidance department

The team responsible for delivering the programme have a broad range of expertise within the sector from working directly with children, performing at a senior management level, and influencing national policy and practice. As members of various national bodies (directly concerned with children) all teaching and learning is informed by current research and proven best practice, as shared by the different associations, resulting in all taught content being reflective of current needs. The modules are designed to support critical reflection on professional practice, professionalism, and praxis in the students respective fields. They also align with current issues on critical topics concerned with transitions and health

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

N/A

2.4 List of all exit awards

On successful completion of all the Level 6 modules students will have achieved a BA Hons Top up in Professional Practice working with children and young people (0-19).

There will be the potential to progress on to further qualifications i.e., Masters Programmes and professional qualifications such as a Post Graduate Certificate in Education.

3. Programme structure and learning outcomes

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

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Professionalism in context.	30	N/A		Yes	1
Professionalism in the promotion of the health and wellbeing of children and young people.	30	N/A		Yes	1
Professional development in transition skills and strategies.	30	N/A		Yes	2
Professional Practice Enquiry	30	N/A		Yes	2

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Identify, prioritise and justify the legal, ethical and government frameworks of relevance to the development of student job role, professional practice and personal development.</p> <p>A2 Construct a thorough understanding of professional roles and responsibilities in the context of child development, health, education, wellbeing and welfare.</p> <p>A3 Assess and choose appropriate research methodology and methods for defined projects and through critical analysis of literature and data be able to articulate their strengths and limitations.</p> <p>A4 Possess a detailed knowledge of historical and cultural perspectives on work with children across a range of contexts that impacts on job role and professional behaviour.</p>	<p>Teaching methods include seminars, lectures, interactive workshop sessions as well as 'Blended Learning' methods drawing on our virtual learning environment (VLE) as well as allocated tutorial support.</p> <p>Students will be required to attend all taught sessions and to account for their progress at regular meetings with their nominated supervising tutor.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Increased learner autonomy and personal responsibility for learning and knowledge synthesis will be achieved through the monitoring of own</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A5 Analyse and discuss the application of research and theoretical concepts relating to the study of children drawing from a broad range of literature from disciplines such as psychology, philosophy, sociology; childhood studies; health; education and care.

A6 Value and elaborate on the importance of self-evaluation; reflection skills and the personal dispositions required for professional development appropriate for graduate leaders working with and for children.

A7 Analyse and demonstrate critical understanding of the fundamental principles of professionalism in health, education and care with reference to contemporary developments associated with equity, diversity and inclusion.

personal and professional development via the creation of an ePortfolio that will be compiled across the academic year. Reflection is an integral part of this ongoing process.

Formal Approaches & Assessment:

More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students' theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.

Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.

All assignments are practice focused emphasizing workplace skills to support the development of the personal skills and dispositions needed to develop both personally and professionally

Assessment strategies specific to these learning outcomes:

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Engage in reflective thinking, learning and action to support personal development as an advanced, critically reflective professional with a current and informed understanding of holistic practices when working with children and young people aged 0-19.</p> <p>B2 Design and formulate research in an ethical way overcoming barriers and reporting in an appropriate professional manner.</p> <p>B3 Select and apply the most effective investigative tools and skills to innovatively explore and define complex problems, within their own area of work, using creative methods to solve them.</p> <p>B4 Critically analyse, debate, and synthesise contemporary issues in research, theory and legislation that relates to working with children, recognising the complexity and diverse nature of effective engagement to support their health, education, wellbeing and welfare.</p>	<p>Teaching methods include seminars, lectures, interactive workshop sessions as well as 'Blended Learning' methods drawing on our virtual learning environment (VLE) as well as allocated tutorial support.</p> <p>Students will be required to attend all taught sessions and to account for their progress at regular meetings with their nominated supervising tutor.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Increased learner autonomy and personal responsibility for learning and knowledge synthesis will be achieved through the monitoring of own personal and professional development via the creation of an ePortfolio</p>

3B. Cognitive skills	
<p>B5 To be able to critically challenge and debate contradictory information to inform professional practice, including ethical principles and to uphold children’s right to protection, provision and participation.</p> <p>B6 Create oppurtunities for the development of effective, enabling, inclusive and anti-discriminatory environments taking into consideration legislation, theory and current research within interdisciplinary and multiagency contexts.</p>	<p>that will be compiled across the academic year. Reflection is an integral part of this ongoing process.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students’ theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p> <p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p> <p>All assignments are practice focused emphasizing workplace skills to support the development of the personal skills and dispositions needed to develop both personally and professionally</p> <p>Assessment strategies specific to these learning outcomes:</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Identify, evaluate and justify appropriate techniques to critically analyse the concept of interdisciplinary and multi-agency working within own area of employment.</p> <p>C2 Critically investigate legislation in flexible contexts to support inclusivity and anti discriminatory practice.</p> <p>C3 Challenge perceptions and take personal responsibility for professional judgement and decision making.</p> <p>C4 Debate, practise, reflect upon and apply effective professional skills such as ethics, communication, ICT, problem-solving, decision-making, teamwork, interpersonal relationships.</p> <p>C5 Critically apply theoretical / conceptual frameworks to practice.</p> <p>C6 Lead, support and work collaboratively with others and have an understanding of working effectively in teams with parents, carers, families and other professionals.</p>	<p>Teaching methods include seminars, lectures, interactive workshop sessions as well as 'Blended Learning' methods drawing on our virtual learning environment (VLE) as well as allocated tutorial support.</p> <p>Students will be required to attend all taught sessions and to account for their progress at regular meetings with their nominated supervising tutor.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Increased learner autonomy and personal responsibility for learning and knowledge synthesis will be achieved through the monitoring of own</p>

3C. Practical and professional skills	
<p>C7 Defend and promote children's development, health, education, wellbeing and welfare and the conditions that enable them to flourish.</p>	<p>personal and professional development via the creation of an ePortfolio that will be compiled across the academic year. Reflection is an integral part of this ongoing process.</p> <p>Formal Approaches & Assessment: More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students' theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p> <p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p> <p>All assignments are practice focused emphasizing workplace skills to support the development of the personal skills and dispositions needed to develop both personally and professionally</p> <p>Assessment strategies specific to these learning outcomes:</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Select and apply the most effective investigative skills to innovatively explore, define and solve complex problems within own area of work.</p> <p>D2 Critically challenge and debate contradictory information to inform professional practice, including ethical principles.</p> <p>D3 Plan in-depth, present and deliver information critically through a variety of media (written, spoken and digital) following effective and relevant independent research to a range of audiences and through various media.</p> <p>D4 Champion with confidence children’s right to protection, participation and provision and to advocate on their behalf where nessesary.</p> <p>D5 Effective transfer of knowledge and raised awareness of the issues and challanges professionals face when working with children from 0-19 years and how to address these.</p>	<p>Teaching methods include seminars, lectures, interactive workshop sessions as well as ‘Blended Learning’ methods drawing on our virtual learning environment (VLE) as well as allocated tutorial support.</p> <p>Students will be required to attend all taught sessions and to account for their progress at regular meetings with their nominated supervising tutor.</p> <p>Active and Experiential Learning: To enhance and improve current working practice, and encourage transformational education, there is an emphasis on learning from others via peer review, group work, individual and group presentations, recorded footage, ICT and social media. Students will be encouraged to share experiences and exchange exemplars of good practice.</p> <p>There are opportunities to engage with role play, presentations, case studies, project work, practical activities, problem – based scenarios, practice – based case studies, quizzes, and workshops. All of these will build upon the practical experience of students and provide opportunities for self – reflection leading to personal and professional development.</p> <p>Increased learner autonomy and personal responsibility for learning and knowledge synthesis will be achieved through the monitoring of own personal and professional development via the creation of an ePortfolio</p>

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	<p>that will be compiled across the academic year. Reflection is an integral part of this ongoing process.</p> <p>Formal Approaches & Assessment:</p> <p>More formal methods of teaching will include a combination of lectures, seminars & tutorials. Students' theoretical input will be through lectures and seminars. The modules contain formative assessments to support the summative submission.</p> <p>Feedback to feedforward will be utilized to facilitate and promote the skills and dispositions necessary to develop independent study skills. The assessment strategies employed are designed to include formative and summative assessments which test the learning outcomes of the programme and give opportunities for students to get feedback using group presentations, individual presentations, essays, individual reports, case studies, data interpretation exercises. Where appropriate alumni from other courses and guest speakers will be invited.</p> <p>All assignments are practice focused emphasizing workplace skills to support the development of the personal skills and dispositions needed to develop both personally and professionally</p> <p>Assessment strategies specific to these learning outcomes:</p>

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 distinctive feature of this course is that there is a focus on developing resilience and confidence to support student transition from Level 5 to 6 through acknowledgement of current professional capacity and knowledge base to empower and motivate students. All modules are practice focused and require consideration of personal and professional justification for decisions made. The vocabulary used in the module guide recognises the need for specific direction and the practice focus in a way that will accommodate the age range and disciplines that students will be working in. In recognition of this inclusive approach, care has been taken to ensure that students have time to link the learning from their Levels 4 and 5 and to assess gaps in their knowledge so that they are not overwhelmed by the work study balance. Written assessments are kept to a manageable level so that students remain focused on content and how new learning impacts on the development of their professionalism. As such, the programme has a bespoke feel where students are acknowledged as being experienced practitioners and to encourages their creative and innovative approaches that suit their setting and foster this holistically in their work with children, their families, practitioners, and other professionals.

Evidence from experience in professional practice is essential to all aspects of the course via SMART next steps that link directly to the learning from each module. This is also embedded within the marking rubrics (see the course Handbook). To support the development of self confidence in both a personal and professional capacity the concepts of self-awareness, mindfulness, self-care, positive relationships & purpose are embedded throughout. Students will be supported to recognise, reflect upon, and celebrate their professional skills and competence.

To ensure students remain focused on the development of their personal and professional skills and dispositions they must regularly upload to their Personal and Professional Development ePortfolios. This will be achieved via "Pause Points" embedded in the Scheme of Work in each module, but students will also be encouraged to engage with their ePortfolios outside their self-directed learning hours.

As part of the assessment process, in the first module, students will give a formative 5 minute presentation to state and justify a personal position on what constitutes professional behaviour and professionalism in one aspect in their current job role.

During this module there will also be a tutorial that focuses on personal beliefs and ideology. This personal and professional thread then continues through the course as students develop the self-esteem, resilience and self-efficacy through further reflection and the compilation of the ePortfolio. On the last day of the course students will give a concluding 10 minute presentation on their professional and personal learning journey reflecting on their Personal and Professional Development ePortfolio that they have been contributing to all year.

The delivery of the programme will accommodate work based learning by reducing the need to travel. The first session will be online for 2 ½ hours on a Friday afternoon. The second session will be on a Saturday morning at college. Students will then be in situ to access the learning resource centre library and learning support and to take advantage of a quiet study space after class, away from the distraction of family commitments which can present as a barrier to study and successful transition to Level 6. This approach was agreed upon following consultation with students on both the FD in Healthcare Play Specialism and Early Years programmes.

5. Support for students and their learning.

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

In a formal sense, students are supported as outlined below:

- Clear and accurate information about programmes, qualifications, and entry requirements
- Advice on Finance available before and during the course
- A dedicated online HE Student Hub to aid in all aspects of the student lifecycle (support and well-being services, policies & procedures, academic writing support and PDP opportunities).
- Referral to additional advice and guidance services whenever appropriate
- Opportunity to see the College(s) and the facilities available for the student prior to committing to a programme of study i.e., library, computer suites.
- Feedback is given for both summative and formative assessment.
- Opportunity to have one to one appointment with the academic staff and obtain more details about their subject specialism.
- Disability and learning difficulties support tailored to students' needs.
- Mental Health 1st Aider
- Counselling and safeguarding team support
- Personal tutor allocated to support with pastoral care.
- Programme Handbooks that will provide detailed information about the

programme and the college regulations

- A multi-faith prayer room

Pre-Induction (transitional support) and Induction:

The two most critical elements of these processes are ensuring students feel settled and initial and/or appropriate diagnostic assessments are carried out to put support in place as quickly as possible where needed. All students will be assessed by the team and materials and resources to support their entry to the course provided at pre-course preparation.

Where there are late starters, their enrolment is carried out as quickly as possible to ensure they are given access to college facilities as early as possible, and tutorials are scheduled to compensate for any missed induction activities.

Induction:

Over the first few weeks the induction aims to welcome and orientate students to both the college (e.g., key policies such as assessment, student engagement and safeguarding) and the programme itself. It introduces them to the team who will be teaching and tutoring them; the college environment and resources (such as the Learning Resource Centre, HE study zone, HE common room, the programme and placement handbooks and the VLE); and the relevant policies, procedures, and protocols of the college. Programme expectations are set, and a series of information literacy skills' sessions are started. Various significant documents are examined to prepare students for the programme, for example, The Work Based Learner Handbook and Reflective Log aspects of the course.

Learning support:

The Learning Support Team have designated HE tutors who can assist with DSA Applications; liaise with Needs Assessors and recommended providers and ensure that college recommendations are put in place and to monitor student support.

For those who do not qualify for DSA students can book individual sessions to receive academic, study skills or assignment support. There is access to assistive technology to support learners such as Inspiration, ReadWrite Gold, Cpens and Dragon. Dyslexia screening tests are available as is ESOL support.

Teaching accommodation:

Throughout the college, there is purpose-built and comfortable teaching accommodation available with full internet access and interactive whiteboards. A wide range of software are also accessible to all.

The Virtual Learning Environment is delivered through Google Classrooms. There is access to online LRC teaching and learning resources. A blended learning approach will be applied.

For refreshments, Starbucks is open for Adult and Higher Education students until 20:00 (Monday to Thursday) and 16:00 (on Fridays). The Undercroft is open 12:00 until 15:00 on Weekends.

Personal tutoring and staff/employer availability:

The College operates a tutorial programme to provide the opportunities for students to develop their potential academically, socially, and personally whilst they go through their journey at Nescot. The support offered is personalised for each student, and effective tutoring encourages students to become more responsible for their own learning. The tutoring programme complements and underpins the students' learning experience and their PDP (Personal Development Planning)

Tutorials are designed to fulfil a range of purposes. They will provide opportunities to support delivery of module content, to provide support in the workplace for students and for one-to one academic or pastoral support.

As each student commences their programme, they will be allocated a personal tutor from the teaching team. The tutor will be responsible for:

- Identifying student needs and initiating support where necessary.
- Assessing and monitoring progress and achievement of academic and work-based learning and providing feedback.
- Conducting tutorials to advise and guide students academically, socially, and personally.
- Discussing issues and concerns arising.
- Keeping records of tutorials and other meetings.
- Observing and assessing
- Referring students to internal and/or external bodies, as appropriate.
- Maintaining confidentiality and disclosing information where necessary.
- Attending team meetings to share current issues and developments.

Tutorials are time tabled 3 times a year (one per Term) with drop-in sessions before and after class. There is a mix of tutorial and lecture content during the final Professional Practice Enquiry. Additional sessions can occur, dependent on Student's needs identified as stated in the PDP Policy.

Assignment focused support is embedded within the Schemes of Work as a Meeting the Learning Outcome session or via tutorials.

The Learning Resource Centre has a dedicated area for Higher Education students and this facility is available to students 7 days a week during the academic year and 5 days a week during the College's vacation. Within Higher Education, course teams liaise with the LRC team to ensure resources are up to date and copies are available either electronically or as hard copies.

Please refer to Appendix C: LRC Information for specific details for the course**cross age range resources (0-19) child development, youth health, sport and social sciences are currently being audited for inclusion in the reading list.

6. Criteria for admission

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

To be considered for entry to the course applicants will be required to meet the following criteria:

Academic Requirements:

Applicants will hold one of the following qualifications:

- FD Early Years OR
- FD Healthcare Play Specialism
- FD or Level 5 qualification in a related field e.g. Play Work; Youth Work or Health and Social Care.

Students who have recently gained their qualification at NESCOL will normally be automatically accepted onto the course.

Students who have gained their qualification from another Higher Education Institution will need to have their qualification mapped via NESCOL's Accreditation of Prior Experiential Learning (APEL) and will be called for interview.

Evidence of level 2 Literacy will also be required, for example key skills or functional skills at level 2 or GCSE English language at Grade C/4 or above. If applicants do not have evidence of Literacy at level 2, it will be necessary to complete a piece of writing to demonstrate competence in written English.

For students who assess as having gaps in knowledge around topics such as child development will be directed to pre course reading and NESCOL's Distance Learning Courses to ease transition onto the course. <https://nescoldistancelearning.com/>

Those who are aiming to progress to postgraduate qualifications will be advised of the requirements at interview. A flow chart will be embedded in the handbook.

Other Requirements:

A current, clean DBS Check.

To be working in an appropriate setting with children aged between 0 – 19 years (either paid or voluntary) for at least 16 hours per week for the duration of the course.

In addition to the above all candidates are required to evidence suitability for the course (from either their work-based setting or where they volunteer) with a professional reference, confirming that the setting is fully supportive of completing the programme. Evidence of this is required with a signed agreement brought to interview which outlines

a strict code of ethics that students must adhere to and the areas of study they will require access to.

7. Language of study

English Language.

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

N/A

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.

The College has a variety of means to assess the quality of teaching, learning and assessment (TLA).

These include:

- Making full use of the student's voice (Student Consultative Committees, Student Council, internal and external surveys)
- Formal and informal assessments of TLA using the College observation process and supplementing this with regular learner walks.
- Internal audits
- External Examiner and HEI/Awarding body feedback

Outcomes from the observation processes feed into staff development and appraisal; informing the themes and targets. Running alongside this is a scheme being piloted this year, which involves Peer Observation framework. The outcome of this is professional

discussion and dialogue leading to developing practice and reflection, this being supported using digital technology (IRIS) to allow for recording of sessions/clips and easy sharing with peers. As a result of the use of digital technology many of the logistical problems around mutually available times to visit/deliver lessons, are overcome.

Academic staff continue to develop their knowledge in their subject areas by frequently attending conferences, seminars, networking events and research dissemination events. This allows staff to build relationships with other academics and local employers, which can assist when planning field trips for students and shaping curriculum and assessment. Staff provide detailed reports to their peer for each conference or networking event attended and during weekly meetings discuss how these can be adopted into developing their pedagogy further. These reports feed into the cross-college Teaching and Learning Group which meets half termly to share and develop practice at practitioner level.

Membership and affiliation of relevant organisations and quality assurance agencies (highlighted in page 1) will provide NESOT with wide range of forums to discuss issues related to policy and practice, qualifications and training and the professional role of those working with children and young people between 0-19 years. This will ensure that when reviewing and developing taught content any adaptations made are current and relevant to the demands of the sector and support the development of evidence based practice.

Final commentary/report from External Examiners from current programmes feed into the development of assessment practice and provides useful feedback both positive areas and to develop.

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

Level	Study module/unit	Programme outcomes																								
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5
6	Professionalism in context.	X	X		X		X	X	X				X	X	X	X	X						X			X
	Professionalism in the promotion of the health and wellbeing of children and young people.	X	X		X			X			X	X	X		X			X		X	X			X	X	X
	Professional development in transition skills and strategies.		X			X		X				X	X	X				X	X	X	X		X	X	X	X
	Professional Practice Enquiry			X		X			X	X	X						X		X			X				X

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**:
- 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.