ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2020-21

FdSc Health and Social Care

Contents

1. Welcome and Introduction to FdSc Health and Social Care

Welcome to FdSc Health and Social Care delivered by Weymouth College.

The Foundation Degree in Health & Social Care will sit within the School of Health, Social Care and Early Years at Weymouth College and is designed to be a full-time progression route from the OCR Level 3 Extended Diploma in Health & Social Care, CACHE Level 3 Child Care & Education and related A level/Access to HE provision.

The FdSc in Health & Social Care is designed to meet the needs of local employers and students' demands. By making the Foundation Degree a generic and open programme allows Weymouth College and University of Plymouth to open the HE programme to the public and the wider community.

The delivery of primary care services is changing. Health and care workers need to have up-to-date skills, knowledge and expertise and an awareness of the best available evidence to inform their practice and be able to work within an inter-agency culture. The FdSc in Health and Social Care will explore issues relating to group and teamwork, and collaboration across agencies.

The programme will provide students with the critical skills and experience required for a variety of roles within the health and social care sector, including health education and promotion, housing, community work, residential care, drug and alcohol services. Students will benefit from our strong industry links that are already in place through our further education programmes in the area (Levels 1-3).

Students will develop an array of academic, practical and interpersonal skills. Students will be required to undertake a substantial work placement project in an aspect of the industry of their choice, and as a result of this and other industry related tasks, they will come into contact with and work with local employers.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
• The approved programme specification
• Module records

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:
- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
    o available at www.moodle.weymouth.ac.uk
- Your Teaching, Learning and Assessment Handbook
    o available at: www.moodle.weymouth.ac.uk
- University of Plymouth's Student Handbook
    o available at:
https://www.plymouth.ac.uk/your-university/governance/student-handbook

2. Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	Weymouth College
Accrediting Body:	N/A
Language of Study:	English[1]
Mode of Study:	Full Time/Part Time[2]
Final Award:	Foundation Degree in Health & Social Care (FdSc)
Intermediate Award:	N/A
Programme Title:	FdSc Health and Social Care
UCAS Code:	L514
JACS Code:	L500 HECOS 100476
Benchmarks:	Informed by subject benchmark for Health & Social Care Professions & FHEQ[3]
Date of Programme Approval:	March 2014

Brief Description of the Programme

The Foundation Degree in Health & Social Care will sit within the School of Health, Social Care and Early Years at Weymouth College and will be a be a full-time progression route from the OCR Level 3 Extended Diploma in Health & Social Care, CACHE Level 3 Child Care & Education and related A level/Access to HE provision.

The FdSc in Health & Social Care is designed to meet the needs of local employers and students' demands. By making the Foundation Degree a generic and open programme allows Weymouth College and Plymouth University to open the HE programme to the public and the wider community.

The delivery of primary care services is changing. Health and care workers need to have up-to-date skills, knowledge and expertise and an awareness of the best available evidence to inform their practice and be able to work within an inter-agency

culture. The FdSc in Health and Social Care will explore issues relating to group and teamwork, and collaboration across agencies.

The programme will provide students with the critical skills and experience required for a variety of roles within the health and social care sector, including health education and promotion, housing, community work, residential care, drug and alcohol services. Students will benefit from our strong industry links that are already in place through our further education programmes in the area (Levels 1-3).

Students will develop an array of academic, practical and interpersonal skills. Students will be required to undertake a substantial work placement project in an aspect of the industry of their choice, and as a result of this and other industry related tasks, they will come into contact with and work with local employers.

Programme Aims

1. Access to a higher level programme of study in a health and social care for suitably qualified people.
2. The ability for students to apply their developing skills and knowledge in a functional way as the programme progresses, particularly in the work-based learning placement, and by engagement with the local community.
3. Specialist study relevant to the individual vocation and environments in which students are currently working, or to which students are aiming to work within the health and/or social care sector
4. The levels of academic and practical ability to equip students with the skills needed to progress to Honours level study
5. The knowledge, understanding and skills required for success in employment in the health and social care sector at supervisory or management level

Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Demonstrate the ability to contribute to the health and social care environment through effective use and combination of the knowledge and skills gained in different parts of the programme
2. Describe and evaluate the roles of a range of professionals relevant to the field of study, and develop competencies in these professionalisms by engaging with local employers
3. Critically analyse essential theories related to health & social care and evaluate their implementation.
4. Demonstrate transferable skills and knowledge which will enable individuals to meet changing circumstances, whether moving within their own area of

employment, moving up to a supervisory or management position or adapting to general changes in the provision or environment of health and social care
5.   Demonstrate skills and techniques, and personal qualities and attitudes essential for successful performance in working life.
6.   Enable students to make an immediate contribution to employment
7.   Progress to further professional development of higher-level skills through future study or career advancement

Distinctive Features

- The qualification content is dynamic and responsive to trends in the health and social care sector, ensuring student knowledge and experiences are contemporary and relevant.
- Strong links to local industry, and provision of work-based learning opportunities with regular industry liaison and visiting speakers.
- Small group sizes, allowing a personal approach to tuition.
- Flexible delivery enabling students to work and learn at the same time.
- Exciting programme of off-site trips and practical activities.
- Professional and inspirational staff.

Progression Route(s)

The designated progression routes for this course are:
- University of Plymouth Honours Degree Professional Studies (Health and Community) at Weymouth College
- University of Plymouth validated Honours Degree in Health and Social Care at Exeter College and
- BSc (Hons) Sociology at the University of Plymouth.

In progressing onto the above course students will continue to add to their grade profile accumulated on the Foundation Degree in Health and Social Care.

Admissions Criteria:

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs required at Grade C or above:**	Students will need to have level 2 qualifications for both English and Maths from any of the following frameworks - Functional Skills / Key Skills /Higher Level Diploma Maths & English

Level 3: at least one of the following:	
- **A Levels required to meet AS/A2/UCAS Points Tariff: 200**	In related subjects preferred to include at least one full A2 at grade C or above
- **Advanced Level Diploma:**	In Health & Social Care related area preferred
- **BTEC National Certificate/Diploma:**	Certificate DM/Diploma MMP
- **HNC/D:**	In Health & Social Care related area preferred
- **VDA: AGNVQ, AVCE, AVS:**	In Health & Social Care related area preferred
- **CACHE Level 3 Diploma:**	Grade C or above
- **Access to HE or Year 0 provision:**	In related subject area preferred
- **International Baccalaureate:**	24 Points
- **Irish / Scottish Highers / Advanced Highers:**	In related subject area preferred to include at least one at grade C
Work Experience:	Industry relevant work experience preferred
Other non-standard awards or experiences:	To be considered on individual circumstances
APEL / APCL[4] possibilities:	Opportunities available subject to discussions with Programme Staff/Admissions References will be required
Interview / Portfolio requirements:	ALL applicants are to be interviewed[5].
Independent Safeguarding Agency (ISA) / Disclosure Barring Service (DBS) clearance required:	Yes Weymouth College will arrange and pay any fees due (Disclosure and Barring Service application)[6]

Programme Structure

Level 4 (Year 1)			
Module	**Credits**	**Term**	**Core or Option Module**
WEYM1023 Communication Skills	20	Autumn	Core
WEYM1024 Foundations of Health & Welfare	20	Autumn	Core
WEYM1025 Illness & Disease	20	All Year	Core
WEYM1026 The Role of Public Health	20	Spring	Core
WEYM1027 Ethics, Values, Diversity and Rights	20	Spring	Core
WEYM1028 Research Skills & Professional Development	20	All Year	Core
Level 5 (Year 2)			
Module	**Credits**	**Term**	**Core or Option Module**
WEYM2021 Health Promotion	20	Autumn	Core
WEYM2022 Introduction to Management & Human Resources in Health & Social Care	20	Autumn	Core
WEYM2023 Research Methods and Professional Skills in Health & Social Care	20	All Year	Core
WEYM2024 Safeguarding in Health & Social Care	20	All Year	Core
WEYM2025 Health & Social Policy	20	Spring	Core
WEYM2026 Mental Health & Recovery	20	Spring	Core

Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): [7] [8] for Health & Social Care Professions By the end of this level of this programme the students will be able to demonstrate for: • a critical understanding of the development of knowledge in their particular subject domain • an understanding of the need for both a multi-disciplinary and	Primary: Lectures, Seminars and guided independent study Secondary/Supplementary: Visits and guest lectures.	1,2,3,4,5	1,4,5	Essays, reports, tests	WEYM1023 WEYM1024 WEYM1025 WEYM1026 WEYM1027 WEYM1028

---

[7] Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"
[8] Insert benchmark(s) statement reference

inter-disciplinary approach to study, as appropriate, from services, research and professional contexts • their understanding of the subject through both academic and professional reflective practice					
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Click here to enter text.					
Cognitive and Intellectual Skills:. By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: • an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study • critically assess and evaluate evidence • describe and analyse information • apply knowledge to the solution of familiar and unfamiliar problems	Primary: Lectures, Seminars and guided independent study . Secondary/Supplementary: Visits and guest lectures	1,2,3,4, 5.	1,2,6	Case study, essays, tests	WEYM1023 WEYM1024 WEYM1025 WEYM1026 WEYM1027 WEYM1028 .
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Click here to enter text.					
Key Transferable Skills:					

By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: • Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. • Students will also be able to demonstrate an ability to take different approaches to solving problems	Primary: Seminars and tutorials, and guided independent study Secondary/Supplementary: Visits and guest lectures	2,4,5.	1,4,5,6	Presentations, reports, portfolios,	WEYM1023 WEYM1024 WEYM1025 WEYM1026 WEYM1027 WEYM1028
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Click here to enter text.					
Employment Related Skills: By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility	Primary: • Work placement and industrially based tasks	2,3,5	3,6,7.	Click here to enter text.	WEYM1023 WEYM1024 WEYM1025 WEYM1026 WEYM1027 WEYM1028 .
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Click here to enter text.					

Practical Skills:		Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: • Computer and information technology skills • A range of health & social care related skills .	Primary: • Lectures • Seminars and discussion • Group organisational tasks	2,3,5	3.6,7.	Click here to enter text.	WEYM1023 WEYM1024 WEYM1025 WEYM1026 WEYM1027 WEYM1028 .
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Click here to enter text.					

Level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Knowledge / Understanding: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): [9]		1,2,3,4,5	1,4,5		WEYM2021 WEYM2022 WEYM2023 WEYM2024 WEYM2025 WEYM2026

[9] Enter: "For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s)" or "For this bachelor level programme the following has been guided by the QAA Honours Degree Subject Benchmark(s)" or "For this post-graduate taught level programme the following is guided by the QAA Master's Degree Level Subject Benchmark(s)"

[10] for Health & Social Care Professions				Essays, case studies, reports, portfolios, presentations, practical assessment, research, work placement, coaching sessions, examinations.	
By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: • Various aspects of health and social care, develop both academic and vocational abilities relevant to the subject area.	Primary: • Lectures and tutorials • Directed independent study • Learning from work experience Secondary/Supplementary: • Case studies • Problem-solving exercises	[11]	[11]		[12]
An exposition for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:					
Cognitive and Intellectual Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):					
By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: • Read and assimilate relevant material.	Primary: • Lectures • Class exercises • Tutorial/seminar discussions	1,2,3,4,5	1,2,6	• Essays • Case studies, • Reports • Portfolios • Presentations	WEYM2021 WEYM2022 WEYM2023 WEYM2024 WEYM2025 WEYM2026

---

[10] Insert benchmark(s) statement reference
[11] Refer to relevant numbered aim(s) or LO(s) [as appropriate]
[12] Insert the module code(s) that relate to these attributes/skills

• Apply theoretical frameworks to actual situations. • Solve problems and apply solutions. • Critique rival theories and frameworks • Demonstrate abstract analysis and synthesis • Demonstrate intelligent application of appropriate principles in assessing policy or practice • Develop academic research skills	• Feedback via coursework assessment process (essays etc) • Association and interactive work with clients and industrial outlets • Problem solving • Guided research tasks. Secondary/Supplementary: • Independent study - guided learning hours. • Academic wider reading			• Practical assessment • Research • Work placement • Examinations.	
An exposition for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:					
Key Transferable Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): By the end of this level of this programme the students will be able to demonstrate for: A threshold pass:	Primary: • Computer-based learning and assessment	2,4,5.	1,4,5,6	• Coursework of all types	WEYM2021 WEYM2022 WEYM2023 WEYM2024 WEYM2025

• Read and assimilate relevant material • Literary and information processing • Self-management • Communication (oral, written, ICT) • Numeracy/quantitative skills • Research • Organisational abilities • Oral presentations	• Work placement. Secondary/Supplementary: • Class and seminar interactions and feedback			• Examination preparation and completion • Assessed discussions • Group work assessments	WEYM2026
An exposition for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:					
Employment Related Skills: For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s): By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: • Liaising with organisations and clients • Organising activities. • Preparing, implementing and evaluating coaching sessions.	Primary: • Work placement and industrially based tasks	2,3,5	3,6,7.	• Project work • Work Based Learning	WEYM2021 WEYM2022 WEYM2023 WEYM2024 WEYM2025 WEYM2026
An exposition for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:					
Practical Skills:					

For this sub-bachelor level programme the following has been informed by the Foundation Degree Qualification Benchmark (FDQB), as well as QAA Subject Benchmark(s):					
By the end of this level of this programme the students will be able to demonstrate for: A threshold pass: • Computer and information technology skills • A range of health & social care related skills	Primary: • Lectures • Seminars and discussion • Group organisational tasks	2,3,5	3.6,7	• Project work • Work Based Learning	WEYM2021 WEYM2022 WEYM2023 WEYM2024 WEYM2025 WEYM2026
An exposition for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:					

Work Based/Related Learning

The provided table includes only a single line. This will need replicating to suit the number of WBL/WRL activities. To do this: highlight the un-shaded row above → right-click → 'copy' → select the line immediately below the table → right-click → 'paste – keep original formatting'
For users employing pre-2010 versions of MS Word the text entry box guidance will not be visible. Please see footnotes for guidance.

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

Level: 4.					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Students will be required to complete a minimum of 200 hours' work based learning (100 in year one and 100 in year two).	A Work Based Learning Tutor will be established at Weymouth College who will have responsibility for managing and delivering this important part of the programme during the relevant modules

Additional monitoring will | Students will explore issues in the fields of work based learning and continuing professional development

Students will also explore issues in the fields of work based learning and continuing professional development. | Reflect on individual strengths and weaknesses, and as a result construct an appropriate personal development plan (PDP) for continuous evaluation and professional achievement.

Develop reflective practice skills and the | Personal Development Plan outlining SWOT and Action Plan

Workplace reflective journal/log of activities undertaken and skills specified as required for the employment sector – documenting 200 work based learning hours | Research Skills & Professional Development |

| | take place during weekly tutorial sessions | | integration of workplace learning.

Demonstrate competence in a range of professional skills appropriate to a specific employment sector.

Sustain and evaluate learning achieved during an appropriate work placement | (100 hours in Year 1). | |

An exposition to explain this map:

The work based learning element of the programme will allow students to experience how health & social care organisations operate and will provide students with an opportunity to share this experience. The work based learning plays an important role within the Foundation Degree award structure, complementing the programme and allows students to put theory and their practical competencies learnt in the classroom to good use in a work environment. Students will be required to complete a minimum of 200 hours' work based learning (100 in year one and 100 in year two) and this will be monitored during weekly tutorial sessions. As evidence of work-based learning, students will be required to complete a 'Personal Development Plan (PDP) outlining SWOT and Action Plan showing a plan for personal progression during year 1 and a 'Reflective Journal' showing their achievements during their course. This will be a pass/fail element of the programme and be linked to the following module for assessment in Year 1:

- Research Skills & Professional Development (Year1)

Management & Organisation of WBL

A Work Based Learning Tutor will be established at Weymouth College who will have responsibility for managing and delivering this important part of the programme during the above modules, tutorials and workshop sessions. Pre WBL planning and preparation will be delivered by the WBL Tutor providing students with support and guidance to aid the security of their placement this will include industry exploration, personal and professional self-assessment, WBL aims & objectives (specific to each student) preparation of CV's, letters of application, application and interview techniques etc. The WBL Tutor will also monitor each placement and will be the principle College contact for liaison with industry.

In line with standard College procedures (and in conjunction with Plymouth University procedures) the College will ensure appropriate Health and Safety procedures are put in place and monitored appropriate. The College has a Health and Safety Officer who in liaison with the WBL Tutor will carry out appropriate checks on each industry placement and will provide all appropriate information regarding roles and responsibilities to each student and each hosting industry.

As part of the induction process, each student will be made clear on the modes of assessment required for their work-based learning and will be provided with the skills and knowledge to prepare assignments which provide appropriate reflection and evaluation

Personal Development Planning

Personal Development Planning will take place during weekly tutorial sessions and learners will be required to continuously reflect on their work related experiences as part of all round continuous professional development. Learners will consider the range of learning opportunities and forms of learning support.

As a critical part of the tutorial programme, students will learn to:

- Examine the processes and stages involved in professional induction and professional development within a variety of work based learning contexts.
- Understand and reflect on individual strengths and weaknesses, and as a result construct an appropriate development plan for continuous evaluation and professional achievement.

- Identify and outline competencies in a number of professional skills that are appropriate to a specific employment sector.
- Sustain learning and review learning achievement during an appropriate work placement/work-based learning experience

Level: 5					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Students will be required to complete a minimum of 200 hours' work based learning (100 in year one and 100 in year two)	A Work Based Learning Tutor will be established at Weymouth College who will have responsibility for managing and delivering this important part of the programme during the relevant modules Additional monitoring will take place during weekly tutorial sessions	Students will explore issues in the fields of work based learning and continuing professional development Students will also explore issues in the fields of work based learning and continuing professional development.	Reflect on individual strengths and weaknesses, and as a result construct an appropriate personal development plan (PDP) for continuous evaluation and professional achievement. Develop reflective practice skills and the integration of workplace learning.	Personal Development Plan outlining SWOT and Action Plan Workplace reflective journal/log of activities undertaken and skills specified as required for the employment sector – documenting 200 work based learning hours (100 hours in each year). .	Research Methods and Professional Skills in Health & Social Care

			Demonstrate competence in a range of professional skills appropriate to a specific employment sector.		
			Sustain and evaluate learning achieved during an appropriate work placement		

An exposition to explain this map:

The work based learning element of the programme will allow students to experience how health & social care organisations operate and will provide students with an opportunity to share this experience. The work based learning plays an important role within the Foundation Degree award structure, complementing the programme and allows students to put theory and their practical competencies learnt in the classroom to good use in a work environment. Students will be required to complete a minimum of 200 hours' work based learning (100 in year one and 100 in year two) and this will be monitored during weekly tutorial sessions. As evidence of work-based learning, students will be required to complete a 'Personal Development Plan (PDP) outlining SWOT and Action Plan showing a plan for personal progression during year 1 and a 'Reflective Journal' showing their achievements during their course. This will be a pass/fail element of the programme and be linked to the following module for assessment In Year 2:
- Research Methods and Professional Skills in Health & Social Care (Year 2)

Management & Organisation of WBL

A Work Based Learning Tutor will be established at Weymouth College who will have responsibility for managing and delivering this important part of the programme during the above modules, tutorials and workshop sessions. Pre WBL planning and preparation will be delivered by the WBL Tutor providing students with support and guidance to aid the security of their placement this will include industry exploration, personal and professional self-assessment, WBL aims & objectives (specific to each student) preparation of CV's, letters of application, application and interview techniques etc. The WBL Tutor will also monitor each placement and will be the principle College contact for liaison with industry.

In line with standard College procedures (and in conjunction with Plymouth University procedures) the College will ensure appropriate Health and Safety procedures are put in place and monitored appropriate. The College has a Health and Safety Officer who in liaison with the WBL Tutor will carry out appropriate checks on each industry placement and will provide all appropriate information regarding roles and responsibilities to each student and each hosting industry.

As part of the induction process, each student will be made clear on the modes of assessment required for their work-based learning and will be provided with the skills and knowledge to prepare assignments which provide appropriate reflection and evaluation

Personal Development Planning

Personal Development Planning will take place during weekly tutorial sessions and learners will be required to continuously reflect on their work related experiences as part of all round continuous professional development. Learners will consider the range of learning opportunities and forms of learning support.

As a critical part of the tutorial programme, students will learn to:

- Examine the processes and stages involved in professional induction and professional development within a variety of work based learning contexts.
- Understand and reflect on individual strengths and weaknesses, and as a result construct an appropriate development plan for continuous evaluation and professional achievement.
- Identify and outline competencies in a number of professional skills that are appropriate to a specific employment sector.
- Sustain learning and review learning achievement during an appropriate work placement/work-based learning experience

Module Records

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM1023	MODULE TITLE: Communication Skills

CREDITS: 20	FHEQ Level: 4	JACS CODE: L540 HECOS 101341

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
Effective interpersonal skills are an essential part of any healthy relationship. Being able to communicate is the basis of interaction; communication skills, in particular listening skills, are essential in health and social care for effective delivery of services and productive teamwork. To be truly effective in interpersonal skills practitioners must be aware of our own behaviour, and how their behaviour might affect others.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICE		
C1	75%	P1	25%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
This module will explore the theory and practice of effective communication and give students the opportunity to reflect

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Explain theories of interpersonal communication
2. Reflect on the concept of self-awareness and personal development, including self-presentation and personal boundaries
3. Explain factors that help and hinder effective communication
4. Describe the term 'therapeutic relationship'

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	16/AUT

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Sara Tattershall	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT

- What are interpersonal skills
- Interpersonal communication (non-verbal communication / paralinguistic aspects / verbal communication / written communication)
- Environmental communication
- Intrapersonal communication
- Self-awareness (Humanistic theory - Maslow's hierarchy of needs & Carl Rogers / transactional analysis / strokes / personality structure / transactions)
- Reflective practice (models of reflection)
- The therapeutic relationship
- Roles within the therapeutic relationship (Approaches to forming a therapeutic relationship – Carl Rogers: person centred / Core conditions / Gerard Egan's three-stage model))
- Skills for helping (Body language / restating / paraphrasing / summarising / questioning / listening to silence / immediacy / disengaging from the communication / blocks and barriers to effective communication / how to deal with blocks
- Cultural sensitivity
- Transference and counter-transference
- Boundaries in the therapeutic relationship
- Confidentiality

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	**Total = 100%**	1500 word essay: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct

				referencing, range and use of supportive reading, synthesis, clarity of expression and presentation.
Practice	P1	Practical Observation (planning and evaluating)	**Total = 100%**	Practical Observation of communication Practice: marks will be awarded for detail in planning and consideration of appropriateness of communication and skills used, detail and reflection in evaluation

Updated by: Sara Tattershall	**Date:** 30.06.20	**Approved by:** Jo Smark-Richards	**Date:** 30.06.20

Recommended Texts and Sources:

Burnard, P. (2005) *Counselling skills for Health Professionals* 4th Edition Cheltenham Nelson Thornes

Crawford, P Brown, B Bonham, P. (2006) *Communication in Clinical Settings* Cheltenham Nelson Thornes

Donnelly E and Neville L. (2008) *Communication and Interpersonal Skills* Reflect Press. Exeter.

Geldard K and Geldard D. (2003) *Counselling Skills in Everyday Life.* Palgrave Macmillan London

Jasper M. (2003) *Beginning Reflective Practice* Nelson Thornes Bucks.

Tilmouth, T., Davies-Ward, E. and Williams, B. (2011) *Foundation Degree in Health and Social Care,* Hodder, London

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM1024	MODULE TITLE: Foundations of Health and Welfare

CREDITS: 20	FHEQ Level: 4	JACS CODE: L510 HECOS 100653 & 100473

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module enables students to gain understanding of the shifting boundaries between health and social care and the notion of care. Students will explore who gives and who receives care; its history and development; changing notions of welfare and the theories and models of health. The module focuses on the impact that social inequalities in society have on policies and practice in care.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK	
C1	Essay 100%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
To provide a foundation of the notions of care and welfare, the theories and models of health and the impact that these models have on care practice.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Explain and evaluate the concept of family/informal care.
2. Compare and contrast the different models of health, disability and illness in relation to users of health and social care services and their impact on care.
3. Evaluate the implications of the changing nature of care and welfare on society.
4. Analyse how social inequalities can impact on an individual's health status and life chances.

DATE OF APPROVAL:	06/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/AUT

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 132

MODULE LEADER: Jo Smark-Richards	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
- Understand the contemporary and changing nature of care and welfare in the UK
- Understand how social inequalities influence the life chances and health status of individuals (Sources of data / Sociological perspectives / Inequalities in health and social care / Health status / Life chances)
- Understand the development and impact of informal and family care on individuals and society.
- Understand the theories and models of health, illness and disability and their impact on health.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay Essay	50% 50% **Total = 100%**	2 Essays: 1500 words each. Marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.

Updated by: Jo Smark-Richards	Date: 30.06.20	Approved by: Kelly Bush	Date: 30.06.20

Recommended Texts and Sources:

Adams, R, (2007). *Foundations of Health and Social Care,* Palgrave Macmillan, Hampshire

Blakemore, K. and Warwick-Booth, L (2013) *Social policy: An Introduction* OU Press, Berkshire

Cavaye, J (2006), Hidden Carers, Dunedin Academic Press, Edinburgh

Forbat, L (2005) *Talking About Care,* Policy, Bristol

Glasby, J, (2012) *Understanding Health and Social Care,* Policy Press, Bristol

Hartley Dean (2008) *Social Policy. Short Introduction,* Polity Press, Cambridge.

Heenan, D, (2018) *The Integration of Health and Social Care in the UK: Policy and Practice (Interagency Working in Health and Social Care),* Palgrave

Lawson, T., Jones, N. and Moores, R. (2000) Advanced sociology through diagrams. UK Oxford University Press

Lawson, T., Jones, N. and Moores, R. (2000) Advanced sociology through diagrams. UK Oxford University Press

Marmot, M (2015) *Status Syndrome: How Your Place on the Social Gradient Directly Affects Your Health* Bloomsbury

Marmot, M.(2016) *The Health Gap: The Challenge of an Unequal World,* Bloomsbury,

Tilmouth, T., Davies-Ward, E. and Williams, B. (2011) *Foundation Degree in Health and Social Care,* Hodder, London

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM1025	MODULE TITLE: Illness & Disease

CREDITS: 20	FHEQ Level: 4	JACS CODE: L510 **HECOS 100653 & 100476**

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
The study of health and illness is essential in care and will encourage you to think about health beyond traditional boundaries. The module will explore the influence of biomedicine on health care policy and practice, along with the social challenges to that model. The module will consider health inequalities, their link to social and economic factors and the strategies that have been developed to tackle them.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		
E1 (formally scheduled)	**50%**	**C1**	**50%**	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
To provide students with an insight into contemporary and emerging debates about health and illness.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Develop knowledge and understanding of medical, psychological, sociological, political, and cultural perspectives on health.
2. Explore and evaluate the utility of different models of health for understanding health and healthcare and the experience of illness.
3. Review standpoints and values in health work.
4. Analyse current health policy and practice
5. Review and evaluate local initiatives to improve health.
6. Interpret and evaluate health related data and literature.

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	07/2016	TERM:	15/SP/M

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Jan Westhenry	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
- Understand the term health and the diversity in what people mean when they talk about health.
- Understand the influence of biomedicine on health care policy and practice and the challenges to that model from the role of social determinants.
- Understand the influence of social determinants on health(concept of lifestyle, the limiting effects of structural factors and structural inequalities)
- Assess the impact of stress and the ways in which relationships determine health and well-being.
- Understand and explore the impact of the determinants of health and illness for practice (self-care, caring, prevention of disease and curing)
- Consider health inequalities, their link to social and economic factors and the strategies that have been developed to tackle them, including an examination of health policies over time.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Examination	**Total = 100%**	Examination: marks will be awarded for understanding, solutions to problems, clarity of expression, coverage and synthesis
Coursework	C1	Report	**Total = 100%**	1500 word report: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis,

Last Saved: 13/10/2020
University of Plymouth Academic Partnerships Programme Quality Handbook UK 2021

UNIVERSITY OF PLYMOUTH MODULE RECORD

				clarity of expression and presentation.

Updated by: Jan Westhenry	Date: 30.06.20	Approved by: Jo Smark-Richards	Date: 30.06.20

Recommended Texts and Sources:

Barry, AM and Yuill, C. (2016) *Understanding the sociology of Health: An introduction*, Sage, London

Giddens, A and Sutton, P., (2013) *Sociology,* 7th edn, Polity, Cambridge

Huda, A S, (2019),*The Medical Model in Mental Health: An Explanation and Evaluation.* Oxford University Press, Oxford

Larkin, M. (2011) *Social aspects of health, Illness and Healthcare,* OU Press, Berkshire

Nettleton, S, (2013) *The Sociology of Health and Illness 3rd edn,* Polity, Cambridge

Marmot, M (2015) *Status Syndrome: How Your Place on the Social Gradient Directly Affects Your Health* Bloomsbury

Marmot, M.(2016) *The Health Gap: The Challenge of an Unequal World,* Bloomsbury,

Picket, K, Wilkinson, R(2011) *The Spirit level: Why Equality is Better for Everyone ,* Bloomsbury,

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM1026	MODULE TITLE: The Role of Public Health

CREDITS: 20	FHEQ Level: 4	JACS CODE: L431 HECOS 100648 & **100476**

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module requires students to investigate the roles of different agencies working within communities to reduce the incidence of disease and illness. Students will investigate infectious and non-infectious diseases that are widespread and analyse the effectiveness of strategies that are in place to control the incidence of disease. Regional, national and international perspectives and priorities will be considered.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICE		
C1	75%	P1	25%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
To raise awareness of factors influencing public health and the different approaches taken to reduce incidence of disease and illness in communities.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
1. Explain the roles of different agencies in identifying levels of health and disease in communities
2. Explain, using statistical data, the epidemiology of infectious diseases and health conditions that are widespread in their own country
3. Evaluate the effectiveness of different approaches and strategies to control the incidence of disease in communities
4. Explain the relationship between the prevalence of disease and requirements of services to support individuals within the health and social care service provision
5. Analyse the impact of current lifestyle choices on future needs for health and social care services

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	07/2017	TERM:	15/SP/M

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 105

MODULE LEADER: Jan Westhenry	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
- Understand different approaches and strategies used to measure, monitor and control the incidence of disease and health conditions in communities
- Be able to investigate the implications of illness and disease in communities for the provision of health and social care services
- Understand the factors influencing the health and wellbeing of individuals in health or social care settings.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	**Total = 100%**	Essay: 1500 words marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.
Practice	P1	Presentation	**Total = 100%**	Presentation: 20 minute presentation: marks will be awarded for clarity of the presentation and the students' ability to demonstrate an understanding of the factors influencing the health and wellbeing of individuals in health or social care settings

Updated by: Jan Westhenry	Date: 30.06.20	Approved by: Jo Smark-Richards	Date: 30.06.20

Recommended Texts and Sources:

Anderson, R, Kumaran K, Somerville, M (2016) *Public Health and Epidemiology at a Glance* 2nd ed, John Wiley & Sons , Oxford

Baggot, R, (2000) *Public Health, Policy and Politics*, St. Martin's Press

Delors, J. (2003) *Education for the Twenty-First Century: Issues and Prospects*, UNESCO.

Douglas, J et al (ed.) 2010, *A Reader in Promoting Public Health Challenge and Controversy* 2nd Ed. The Open University, Milton Keynes

Hartley Dean (2008) *Social Policy. Short Introduction,* Polity Press, Cambridge.

Heenan, D, (2018) *The Integration of Health and Social Care in the UK: Policy and Practice (Interagency Working in Health and Social Care),* Palgrave

Lawson, T., Jones, N. and Moores, R. (2000) Advanced sociology through diagrams. UK Oxford University Press

Marmot, M (2015) *Status Syndrome: How Your Place on the Social Gradient Directly Affects Your Health* Bloomsbury

Marmot, M.(2016) *The Health Gap: The Challenge of an Unequal World,* Bloomsbury,

Tilmouth, T., Davies-Ward, E. and Williams, B. (2011) *Foundation Degree in Health and Social Care,* Hodder, London

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM1027	MODULE TITLE: Ethics, Values, Diversity & Rights

CREDITS: 20	FHEQ Level: 4	JACS CODE: L300 HECOS 100793 & 100476

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
The need to practise in a non-judgemental and anti-discriminatory way towards people requires us to have an awareness of our own prejudices, values and beliefs. By exploring values and issues of prejudice, discrimination and inequality and discussing and reflecting on these things the module will be introducing diversity and equality and what these mean to the care professions and those who use their services.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICE		
C1	75%	P1	25%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable.

MODULE AIMS:
Good practice requires individuals to have an awareness of their own prejudices, values and beliefs and to challenge the negative ones This module aims to address the values and attitudes towards the individuals we meet in the course of daily work within health and social care.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate how beliefs and values impact upon relationships in health care
2. Analyse how discrimination and social inequalities impact on the health and general well-being and welfare of individuals in the UK and lead to social exclusion
3. Explain how health and social care professionals practice in an anti-discriminatory manner to counteract discrimination and inequality
4. Compare & contrast the differences between codes of practice in health & social care
5. Evaluate the impact of policy, legislation, regulation, and codes of practice on organisational policy and practice

DATE OF APPROVAL:	06/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 132
MODULE LEADER: Sara Tattershall	**OTHER MODULE STAFF:** Click here to enter text.

SUMMARY of MODULE CONTENT
- Values and beliefs and their impact on relationships in health care (values, ethics and conflict)
- Care values and codes conduct
- How discrimination and social inequalities impact on individuals health and general well-being (Race and ethnicity / social class / poverty: absolute and relative / gender / disability / age)
- Stereotyping and prejudice
- Anti-discriminatory and anti-oppressive practice to counteract discrimination and inequality
- Social exclusion

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Case Study and reflective assessment	**Total = 100%**	Report: 1500 word report marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.
Practice	P1	Presentation	**Total = 100%**	Presentation: 30 minute presentation: marks will be awarded for clarity of the presentation and the students' ability to demonstrate an

					understanding of the effects of discrimination and social inequalities on individuals health and general well-being

Updated by: Sara Tattershall	**Date:** 30.06.20	**Approved by:** Jo Smark-Richards	**Date:** 30.06.20

Recommended Texts and Sources:

Adams, R, (2007). *Foundations of Health and Social Care*, Palgrave Macmillan, Hampshire

Alcock, P., Erskine, A. and May, M. (2003) *The Student's Companion to Social Policy*, 2nd edn, Blackwell Publishing.

Beckett, C. and Maynard, A. (2017) *Values and Ethics in Social Work: An Introduction*, Sage Publications, London

Banks, S, (2012) *Ethics & Values in Social Work.* London. Palgrave Macmillan

Glasby, J, (2012) *Understanding Health and Social Care,* Policy Press, Bristol

Morgan, A, Felton, A, Fulford, B, Kalathilli, J, Stacey, G (2016) *Values & Ethics in mental health*: *An exploration for practice*. London. Palgrave Macmillan

Salway, S., Platt, L, Chowbey, P., Harriss, K. and Bayliss, E. (2007) '*Long term ill health, poverty* and ethnicity', Sheffield University and Social Action for Health

Spicker, P. (2001) *The idea of poverty*, Bristol: Policy Press.

Thompson, N. (2001) *Anti-Discriminatory Practice*, 3rd edn, Palgrave, Basingstoke

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM1028	MODULE TITLE: Research Skills & Professional Development

CREDITS: 20	FHEQ Level: 4	JACS CODE: L300 HECOS 100476

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
Students will be introduced to and allowed to develop a range of study skills so as to ensure academic standards relevant to a higher programme are established and maintained. Students will be required to develop planning, reading, writing, communicative and IT based abilities. Students will also continuously reflect on their work based learning placement and develop the skills required to be reflective practitioners

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
To ensure that students develop the study skills which will ensure success at higher education level study and the academic confidence to enable them to maximise learning opportunities. Students will also explore issues in the fields of work based learning and continuing professional development.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Reflect on individual strengths and weaknesses, and as a result construct an appropriate personal development plan (PDP) for continuous evaluation and professional achievement.
2. Demonstrate methods and techniques for effective study.
3. Demonstrate reflective practice skills and the integration of workplace learning.
4. Demonstrate effective study skills through achieving the summative assignment

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/AY/AU/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 132

MODULE LEADER: Sara Tattershall	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT

- Creating an audit of personal study skills and needs.
- Practising methods and techniques for effective study.
- Accessing appropriate learning resources successfully.
- Selecting and using appropriate resources for specific learning and assessment including note taking.
- Strategies for effective time management and planning assignments.
- Managing assessment tasks effectively, e.g. essay writing, using seminar papers, presentations.
- Writing in approved academic style, avoiding plagiarism and referencing correctly.
- Applying and integrating learning from the workplace.
- Sharing and synthesizing learning with others.
- Using IT effectively to research and present work.
- Using constructive feedback and continuous reflection in order to improve performance and self-confidence.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Work Related Assessment	50%	1500 word report: marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, correct referencing, range and use of supportive reading, synthesis, clarity of expression and presentation.

				50%	Personal Development Plan outlining SWOT and Action Plan.
				Total 100%	

Updated by: Sara Tattershall	**Date:** 30.06.20	**Approved by:** Jo Smark-Richards	**Date:** 30.06.20

Recommended Texts and Sources:

Bell, J. (2010). *Doing Your Research Project (5th ed.)* Open University Press. Berkshire

Cottrell, S. (2005). Critical Thinking Skills. Developing Effective Analysis and Argument. Basingstoke: Palgrave Macmillan.

Brotherson, G and Parker, S. (ed.) (2013). *Your Foundation in Health and Social Care (2nd ed.)* Sage. London)

Cottrell, S. (2008). The Study Skills Handbook Palgrave Study Guides, Palgrave Macmillan

Creswell, John W. (2008). Qualitative *Inquiry and Research Design: Choosing among five approaches (2nd ed.)* Sage. London

McNiff J., & Whitehead J. (2010). You *and Your Research Project (3rd ed.)* Routledge. New York

Oko,J, &, Reid,J (2012). *Study Skills for Health and Social Care Students; A Guide for Students on Foundation Degree and Access Courses*. Sage. London.

Payne, S, Whittaker, E. (2006). Developing Essential Study Skills, 2nd edition. Harlow Essex: Pearson

Thomas, G, (2017) *How to do your research project: A guide for students*. Sage. London

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM2021	MODULE TITLE: Health Promotion

CREDITS: 20	FHEQ Level: 5	JACS CODE: L431 HECOS: 100476 & 101317

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
Defining health is complex. We all have our own ideas and experiences of health and the way in which it is promoted. The aims of this module are to show the dynamic nature of the subject and focus on the different perspectives that feed into it. Attempts to define the strategies for improving the health promotion is a core feature of this particular module.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICE	
C1	75%	P1	25%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
This module aims to debate the complex nature of public health promotion and education and will provide a comparison of the models of health promotion and their purpose

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Define and analyse health and role of health promotion
2. Compare and contrast models of health promotion and delivery and evaluate the political influence on the public health agenda
3. Evaluate positive and negative influences on health with respect to race, ethnicity and gender
4. Explain why some individuals do not conform to advice
5. Compare health promotion campaigns and evaluate their impact

DATE OF APPROVAL:	03/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Jan Westhenry	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
- Define and analyse health and the role of health promotion
- Models of health promotion and delivery; political influence on the public health agenda (the medical approach / the behavioural change model / the educational approach / the client-centred or empowerment approach / the radical or social change approach / more theoretical frameworks for health promotion / Caplan and Holland (1990) / Beattie (1991) / Tannahill's model of health promotion (1996) cited in Naidoo and Wills)
- Positive and negative influences on health with respect to race, ethnicity and gender
- Reasons for nonconformity to health advice; the link to the health locus of control
- Health promotion campaigns an their impact

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Health Promotion Campaign	Total = 100%	Campaign: marks will be awarded for subject knowledge, quality and presentation of produced materials, breadth and depth of coverage, insight, critical analysis correct referencing, range and use of supportive reading, synthesis, clarity of expression.
Practice	P1	Practical Observation	Total = 100%	Practical Observation of Practice: marks will be awarded for detail in planning and

				consideration of appropriateness of skills used, detail and reflection in evaluation

Updated by: Jan Westhenry	**Date:** 30.06.20	**Approved by:** Jo Smark-Richards	**Date:** 30.06.20

Recommended Texts and Sources:

Adams, R, (2007). Foundations of Health and Social Care, Palgrave Macmillan, Hampshire

Evans, D (2011) Health Promotion and Public Health for Nursing Students, Learning Matters, Exeter.

Green, J (2019) Health Promotion Sage, London

Glasby, J, (2012) Understanding Health and Social Care, Policy Press, Bristol

Helman, C. (2001) Culture, Health and Illness, 4th ed, Arnold, London.

Hodgins, M, Fleming, P and Griffiths, J (2016) Promoting Health and Well-being in the Workplace: Beyond the Statutory Imperative. Red Globe Press, London

Naidoo, J. and Wills, J. (2016) Foundations for Health Promotion, (4th Ed.) UK Bailliere Tindall.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM2022	MODULE TITLE: Introduction to Management & Human Resources in Health & Social Care

CREDITS: 20	FHEQ Level: 5	JACS CODE: L231 HECOS: 100476, 100085, 100089

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
Students will investigate the processes involved in the management of individuals in the health and social care workplace. This not only includes the recruitment of the most appropriate personnel but importantly the support of employees in carrying out their work effectively in teams and developing their knowledge and skills so that they can contribute to the delivery of a quality service.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
On completion of this module students will be able to demonstrate an understanding of the following:
- The process for recruiting individuals to work in health and social care
- Strategies for building effective teams for working in health and social care
- Systems for monitoring and promoting the development of individuals working in health and social care
- Approaches for managing people working in health and social care.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Explain the factors to be considered when planning the recruitment of individuals to work in health and social care
2. Evaluate different approaches that may be used to ensure the selection of the best individuals for work in health and social care
3. Explain ways in which the performance of individuals working in health and social care can be monitored and analyse different strategies for promoting the continuing development of individuals in the health and social care workplace
4. Explain theories of leadership that apply to the health and social care workplace
5. Analyse how working relationships may be managed

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College

DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u>
Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Sara Tattershall	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
- Factors for planning recruitment
- Legislative and policy frameworks
- Selection of best individuals
- Theories on behaviour in groups (formation of groups / group dynamics eg theories of Belbin,
- Tuckman, Woodcock, Gross, McClelland)
- Types of team (formal / informal / work groups / multi-disciplinary teams / inter-agency / project groups)
- Influences on effective teamworking (team purpose / empowerment of team / leadership / individual priorities/roles / team morale)
- Performance of individuals (monitoring systems eg observation / appraisal / periodic review / achievement of successful outcomes / use of targets / benchmarks / feedback from others)
- Training and development (identifying individual needs eg monitoring performance / career development planning / changing personal circumstances)
- Effectiveness of systems (benefits and limitations for individuals / teams / users of health and social care services / organisational requirements)
- Strategies for promoting continuing development
- Theories of leadership (transactional / transformational / emotional intelligence / theories proposed by eg Fiedler, Vroom and Yetton, Mintzberg, Handy, Goleman)
- Management of working relationships
- Own development (attributes / confidence / skills competencies / knowledge and understanding / qualifications / career development / ability to work with change)

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report and personal development plan (PDP)
Total	**<u>200</u>**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Business Marketing Plan	50%	2000 word report Gain an understanding of the styles, roles and skills of managers, including the importance of leadership in the management process; Assess and evaluate human resource needs; Gain an understanding of the administrative and process led responsibilities of management; Review the management of physical resources.
		Practical Based Enquiry and report	50% **Total = 100%**	2000 word business plan. Outline the management role & skills required for strategic/business planning and project management. Describe the terminology and tools required for marketing in the health industry. Develop the skills necessary to produce a marketing/business strategy for a care organisation

Updated by: Sara Tattershall	**Date:** 30.06.20	**Approved by:** Jo Smark-Richards	**Date:** 30.06.20

Recommended Texts and Sources:
Kotler, P., Keller, K., Brady, M., Goodman, M., Hansen, T. (2009). *Marketing Management.* Harlow, UK. Pearson Education
Kreitner, R. (2009). *Management (11th ed.)* Houghton Mifflin Hardcourt Publishing. New York.
Mullins, l. (2010). *Management and Organisational Behaviour.* Prentice Hall. USA

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM2023	MODULE TITLE: Research Methods & Professional Skills in Health & Social Care

CREDITS: 20	FHEQ Level: 5	JACS CODE: L300 **HECOS:** 100476

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR:
To introduce the students to the range of methods which can be used to carry out research and to understand how to select and justify methods for a particular topic. This will enable the student to become more confident, evaluative reader of research and give them tools to interpret and evaluate current and contemporary research in health and social care.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICE	
C1	80%	**P1**	20%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
- Introduce the students to the range of methods which can be used to carry out research and to understand how to select and justify one or more methods for a particular topic.
- Enable the student to become a confident, evaluative reader of research and give them tools to carry out research themselves subsequently.
- Interpret and evaluate contemporary research in the health and social care sector.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Identify a range of research methods and techniques and compare and contrast the advantages and disadvantages of the research approaches identified.
2. Evaluate, select and use appropriate sources of information on a selected topic.
3. Demonstrate competence in a range of professional skills appropriate to a specific employment sector.
4. Interpret and evaluate contemporary research in health and social care and its impact on the sector.

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/AY/AU/M

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Jan Westhenry	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
The identification of a range of research methods and techniques appropriate to work settings to include:
- Introduction to action research and its application
- Use of both primary and secondary information sources - paper and electronic-based
- Methods of analysing and presenting data in a format appropriate to the content and audience.
- Methods to assess objectivity, validity, reliability, relevance and currency of data and research.
- The use of literature reviews to establish the existing state of knowledge in the area of research.
- Awareness of ethical issues related to research methodology
- Knowledge of the stages of the research process
- Development of Personal Development Planning and Professional Skills:

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report, presentation and work based reflective journal/log book
Total	**<u>200</u>**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Research critique	70%	A 3000 word report which researches, interests and evaluates contemporary health and social care research and its implications for the sector.
		Reflective Journal/Log Book	30% **Total = 100%**	Workplace 1500 word reflective journal/log of activities undertaken and skills specified as required for the employment sector – documenting

				200 work based learning hours (100 hours in each year).
Practice	P1	Presentation	**Total = 100%**	Short oral presentation and hand out which evaluates the impact of the research on their employment sector.

Updated by: Jan Westhenry	**Date:** 30.06.20	**Approved by:** Jo Smark-Richards	**Date:** 30.06.20

Recommended Texts and Sources:

Bedford, D (2013) Study Skills For Foundation Degrees, (2nd ed.) Routledge. Abingdon

Bell, J. (2018). Doing Your Research Project (7th ed.) Open University Press. Berkshire

Blaxter, Loraine et al. (2010). How to Research (4th ed.) Open University Press. Birkshire

Bryman, A (2016) Social Research Methods(5th ed.) Oxford University Press, Oxon

Chapman,S. McNeill, P. (2005). Research Methods (3rd ed) Routledge. Abingdon

Cohen, L. Manion, K. Morrison, K. (2007). Research Methods in Education (6th ed.) Routeledge. New York

Cottrell, S. (2008). The Study Skills Handbook Palgrave Study Guides, Palgrave Macmillan

Gratton C. & Jones I. (2010). Research Methods for Sports Studies (2nd ed.) Routledge. New York

McNiff J., & Whitehead J. (2010). You and Your Research Project (3rd ed.) Routledge. New York

Payne, S, Whittaker, E. (2006). Developing Essential Study Skills, 2nd edition. Harlow Essex: Pearson

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM2024	MODULE TITLE: Safeguarding in Health & Social Care

CREDITS: 20	FHEQ Level: 5	JACS CODE: L432 **HECOS:** 100476

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
This module will enable students to understand the different types of abuse that can occur within the community and with care users. Students will study the signs of abuse and factors that can contribute towards individuals being vulnerable. This will be followed by identifying legislation and policies and how professionals work within the guidelines and standards to safeguard both practitioners and users of care services, whether adults or children.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

	COURSEWORK
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
- Explore the factors that contribute to the incidence of abuse and harm to self and others
- Introduce students to current legislation, policy and professional involvement regarding abuse in health and social care contexts
- Explore working practice and strategies used to minimise abuse in health and social care contexts.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Explain why particular individuals and groups may be vulnerable to abuse and/or harm to self and others
2. Analyse the impact of social and cultural factors on different types of abuse and/or harm to self and others
3. Analyse the strengths and weaknesses in current legislation and policy relating to those vulnerable to abuse
4. Explain how key professionals are involved in the protection of individuals and groups vulnerable to abuse
5. Explain and evaluate existing working practices and strategies designed to minimise abuse in health and social care contexts

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to	TERM:	15/AU/AY/M

UNIVERSITY OF PLYMOUTH MODULE RECORD

	enter a date.	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. **Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.** Further details for current students should be provided in module guidance notes.*

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Lesley Kellett	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT

- Understand the factors that contribute to the incidence of abuse and harm to self and others (Different types of abuse / Different types of self-harm / Signs of abuse and self-harm / Individuals vulnerable to abuse / Individual factors / Contexts and relationships where abuse may occur / Social factors (including impact of social media) / Cultural factors (including the increase in hate and race crime)
- Understand current legislation (including serious case reviews) , policy and professional involvement regarding abuse in health and social care contexts (Legislation and policy initiatives / Range of professionals)
- Understand working practice and strategies used to minimise abuse in health and social care contexts (Working practices / Strategies)

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report, presentation and work based reflective journal/log book
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	50%	Essay: 2000 words marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.
		Case Study	50%	

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM2025	MODULE TITLE: Health & Social Policy

CREDITS: 20	FHEQ Level: 5	JACS CODE: L400 **HECOS:** 100476

PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
This module covers the factors that influence social policy, including historical, political, regional, national and other agents of social change. Analysis of social policy will enable students to evaluate sufficiency and deficiency in provision. Tracing developments from 1945 to the present, students will compare competing perspectives and examine contemporary issues for policy makers, welfare recipients and providers.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		
E1 (formally scheduled)	40%	C1	60%	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
- Enable students to investigate the origins of social policies and legislation and their impact on health and social care services.
- Demonstrate an understanding of the significant historical and contemporary landmarks in social welfare provision
- Develop an understanding of the origins of social policies and legislation.
- Show an understanding of the impact of social policies on users of health and social care services

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Outline significant historical and contemporary landmarks in social policy and legislation and explain how the changes in ideological approach since 1945 have impacted on contemporary social policies
2. Evaluate different influences on the development of social policy and legislation, including ideologies
3. Analyse how social policy and legislation is implemented by organisations and practitioners
4. Explain how the impact of social policy on users of health and social care services can be measured and evaluate the impact of a specific policy on users of the relevant health and social care service

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Jo Smark-Richards	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
- Historical through to contemporary health and social policy in Britain
- 19th and early 20th century philanthropy and its impact on social welfare and reform.
- Introduction of the NHS and welfare state (causes and effects)
- Political influences on social welfare during the 20th and 21st centuries
- The impact of ideologies on political social policy
- The impact of Europe and its effect on British policy
- Policies and welfare within the workplace- its impact on organisations and services users- examining education, community and social care and benefits and unemployment.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report, presentation and work based reflective journal/log book
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Written exam	E1	Examination	**Total = 100%**	Examination: marks will be awarded for understanding, solutions to problems, clarity of expression, coverage and synthesis
Coursework	C1	Essay	**Total = 100%**	Essay: 2000 words marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis,

					clarity of expression and presentation.

Updated by: Jo Smark-Richards	Date: 30.06.20	Approved by: Kelly Bush	Date: 30.06.20

Recommended Texts and Sources:

Adams, R, (2007). Foundations of Health and Social Care, Palgrave Macmillan, Hampshire
Blakemore, K. and Warwick-Booth, L (2013) Social policy: An Introduction OU Press, Berkshire
Delors, J. (2003) Education for the Twenty-First Century: Issues and Prospects, UNESCO.
Glasby, J, (2012) Understanding Health and Social Care, Policy Press, Bristol
Hartley Dean (2008) Social Policy. Short Introduction, Polity Press, Cambridge Lawson, T., Jones, N. and Moores, R. (2000) Advanced sociology through diagrams. UK Oxford University Press
Heenan, D, (2018) The Integration of Health and Social Care in the UK: Policy and Practice (Interagency Working in Health and Social Care), Palgrave
Marmot, M (2015) Status Syndrome: How Your Place on the Social Gradient Directly Affects Your Health Bloomsbury
Marmot, M.(2016) The Health Gap: The Challenge of an Unequal World, Bloomsbury, Tilmouth, T., Davies-Ward, E. and Williams, B. (2011) Foundation Degree in Health and Social Care, Hodder, London
Walsh, M., Stephens, P. and Moore, S. (2000) Social Policy and Welfare, Stanley Thornes, Banbury.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: WEYM2026	MODULE TITLE: Mental Health and Recovery

CREDITS: 20	FHEQ Level: 5	JACS CODE: L510 HECOS: 100476

PRE-REQUISITES: No	CO-REQUISITES: No	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:
Students will understand the psychological factors which influence human behaviour and the effects these factors may have on users of health and social care services. Students will focus on the basic approaches to understanding human behaviour drawn from psychology. Students will examine and evaluate the impact of a range of mental health conditions and recovery and their impact on society.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK		PRACTICE		
C1	70 %	P1	30 %	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:
On completion of this modules students will be expected to demonstrate an understanding of:
- Psychological factors which influence human behaviour throughout the lifespan and how these apply to health and social care settings
- Social and biological determinants of human behaviour displayed in health and social care contexts
- Mental health conditions and their treatment/recovery

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Explain how psychological theories and concepts are related to specific life stages
2. Analyse the application of psychological theories to individuals experiencing elevated levels of stress
3. Analyse how psychological theory informs understanding of mental health disorders
4. Evaluate the application of psychological principles to affecting behaviour change in health and social care settings

DATE OF APPROVAL:	05/2014	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2014	SCHOOL/PARTNER:	Weymouth College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM:	15/AU/AY/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 131

MODULE LEADER: Sara Tattershall	OTHER MODULE STAFF: Click here to enter text.

SUMMARY of MODULE CONTENT
- Life stages / Theories of lifespan development (stage versus open-ended theories; continuity versus discontinuity; static versus dynamic theories; idiographic versus nomothetic perspectives on personality)
- Theories (behavioural / cognitive / psychodynamic and humanistic)
- Theorists (Freud / Erikson / Maslow / Rogers / Beck / Piaget / other theorists as appropriate for example Buhler, Havighurst, Kohlberg, Gutmann, Lowenthal, Gould, Loevinger, Berne)
- Understand social and biological determinants of human behaviour displayed in health and social care contexts (Social factors - socialisation; family; education; culture; media; environment; effects of discrimination; social exclusion / Biological factors - genetics; traits; blueprints; neuro-degenerative disorders eg Parkinson's, Alzheimer's / Social roles - development of social roles; concept of conformity; social context of behaviour; social group membership; relationships (to include symbiotic interactionism); development of self-concept for example Mead and Cooley)
- Context (sick-role behaviour; perception and interpretation of symptoms; use/misuse of health and social care services; compliance with treatments; emotional adjustment to ill health; coping strategies eg user of service, survivor, organisational; institutionalisation)
- Psychological stress (causes of eg work-related, illness, chronic illness, bereavement, loss)
- Behaviour disturbance (attention deficit disorders; autistic spectrum disorders; behaviours associated with addiction)
- Mental health disorders (neurosis; psychosis eg depression, schizophrenia; eating disorders eg anorexia, bulimia)
- Behaviour change (health promotion (including various models and concepts linked to psychological theory); care strategies; coping strategies; avoidance therapy eg cognitive dissonance, denial, projection, perception; compensation for loss of identity; advocacy; policies based on normalisation theory; aggression and abuse policies)
- Relationships (user of service/families and friends; user of service/care worker; between care workers; between users of services)

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	7.5	5 x 1.5 hour session (Advice sessions for study topic)
Guided independent Learning	147.5	Includes preparation for written report, presentation and work based reflective journal/log book
Total	**<u>200</u>**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Essay	Total = 100%	Essay: 2000 words marks will be awarded for breadth and depth of coverage, coherence of argument, insight, critical analysis, range and use of supportive reading, synthesis, clarity of expression and presentation.
Practice	P1	Presentation	Total = 100%	Presentation: Short oral presentation (30 minutes) and hand out.

Updated by: Sara Tattershall	Date: 30.06.20	Approved by: Jo Smark-Richards	Date: 30.06.20

Recommended Texts and Sources:

Angela, H et al (2013) Care Planning in Mental Health, Promoting Recovery (2nd ed) Blackwell Publishing Ltd.

Cromby, J and Harper, D., (2013) *Psychology, Mental Health and Distress,* Palgrave Macmillan, Basingstoke.

Gross, R. (2010), *Psychology: The Science of Mind and Behaviour,* Oxford University Press, Hall, A, Wren, M. and Kirby, S., (2013) *Care Planning in Mental Health,* Blackwell, Oxford.

Powell, T. (2009) *The Mental Health Handbook: A Cognitive Behavioural Approach*, Speechmark, London

Sugarman, S (2001) Life-Span Development, Frameworks, Accounts and Strategies. Psychology Press, Hove.