



UNIVERSITY OF  
PLYMOUTH

# **ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22**

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## **BSc (Hons) Professional Studies (Health & Community)**

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## Welcome and Introduction

Welcome to the University of Plymouth BSc Professional Studies (Health and Community) delivered at Weymouth College.

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

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE
- Your Module Guide
- Your University of Plymouth Student Handbook available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

## Programme Specification

1. **Final award title:** **BSc (Hons) Professional Studies (Health and Community)**

**UCAS code L510**

**HECOS code 100476 Health and Social Care**

2. **Awarding Institution:** University of Plymouth

**Teaching institution(s):** Weymouth College

3. **Accrediting body(ies)**

Not applicable

4. **Distinctive Features of the Programme and the Student Experience**

The BSc (Hons) Professional Studies (Health and Community) degree is designed to be the springboard to a professional career in the health, social care or educational sector. It draws together theory and practice and is aimed at those who enjoy working with people, want to work in the sector and wish to gain a relevant academic qualification. It is equally suited to those who want to keep their options open and those who may already have some idea of where their career aspirations lie.

Key principles of inclusion, development and partnership underpin the content of the course and our philosophy in working with students. The course will be particularly relevant for you if you are interested in widening your career opportunities as it is designed to provide you with the necessary knowledge, skills and workplace learning to enable you to work effectively within the sector.

Additionally, students will be expected to undertake work-based learning within the sector, reflecting upon their existing and developing skills and qualities within their modules to fully enhance their personal learning journey.

The course incorporates a wide range of teaching methods including lectures, seminars, workshops, independent and group projects, e-learning and video work.

The course provides an academically rigorous and vocationally relevant student experience. Students engage in work-based experiential learning at level 6 enabling them to explore potential career aspirations and build experience in the workplace. These opportunities aim to 'embed' issues of theory, welfare provision and policy into day to day practice, and enable students to gain valuable experience in a work-based setting, extend their employability and gain access to potential employers.

Students will study a number of compulsory modules with the opportunity to develop areas of interest and specialism through a variety of assessments. Throughout the programme there is a combination of formative and summative assessments. Summative assessment is through a combination of 'standard' and extended essays; individual and group presentations; group reports; the dissertation; and examinations.

A range of teaching and learning methods are used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes.

Lectures, supported by paper-based, audio-visual and web-based materials, are used to provide essential information, analysis of theories, concepts and methods, guidance for further work and a framework and stimulus for learning. Lectures also involve students in learning through the provision of opportunities for questioning, participation and interaction.

Seminars enable students to evaluate, integrate and apply knowledge, theories and concepts to historical and current policies and practice, discuss issues and arguments and share ideas and experience in an atmosphere of constructive dialogue and mutual respect.

Group activities, workshops, discussions and interactions facilitate the development of interpersonal skills and peer support and learning, and are used to stimulate discussion, application and sharing of information, ideas, values and experience.

A system of one-to-one tutorials operates to provide pastoral and academic support. Students will also have regular feedback and individual support for the dissertations and preparation for employment.

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. The Programme endeavours to have small group sizes, allowing a personal approach to tuition.

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

reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

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

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

**5. Relevant QAA Subject Benchmark Group(s)** Informed by subject benchmark for Health Studies November 2019 and the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies

**6. Programme Structure**

Level 6 (Stage 3) Full-time			
Module	Cred its	Term	Core or Option Module
WEYM3001 Dissertation	40	All Year	Core
WEYM3002 Research Skills and Reflective Practice	20	Autumn	Core
WEYM3003 Global and Contemporary Issues	20	Autumn	Core
WEYM3004 Leadership and Management	20	Spring	Core
WEYM3005 Poverty, Inequality and Social Exclusion	20	Spring	Core

Level 6 (Stage 3) Part-time			
Module	Cred its	Term	Core or Option Module
WEYM3001 Dissertation	40	All Year (Year 2)	Core
WEYM3002 Research Skills and Reflective Practice	20	Spring (Year 2)	Core
WEYM3003 Global and Contemporary Issues	20	Autumn (Year 1)	Core
WEYM3004 Leadership and Management	20	Spring (Year 1)	Core
WEYM3005 Poverty, Inequality and Social Exclusion	20	Spring (Year 1)	Core

## **7. Programme Aims**

The aims of the programme are to provide students with appropriate and relevant learning opportunities in order to:

- Develop the appropriate knowledge, understanding, skills, and values required for students to work, research or continue their studies in health, social care, education and allied professions;
- Develop the ability to critically analyse the contribution of a range of social, behavioural and political concepts and apply to development in policy, practice and theory;
- Develop skills to become reflective practitioners and to promote learning throughout their careers;
- Develop skills of research analysis, reflection and evaluation and apply these skills in community practice and service development;
- Develop leadership and management skills needed to promote good practice and to model appropriate values and beliefs in the workplace; and
- Develop transferable skills at graduate level.

## **8. Programme Intended Learning Outcomes**

### **8.1. Knowledge and understanding**

On successful completion graduates should have developed:

1. Skills to critically reflect on practice issues, the role of personal and professional standards, and organisational contexts in ensuring the delivery of high-quality health and community services.
2. Skills to use research findings to critically analyse contemporary issues at the forefront of health and community.
3. An understanding of evidence-based practice to improve own learning and performance.
4. Skills to identify, outline and recognise the interests and forces that have shaped and developed welfare provision and social policy in the UK.
5. A recognition of diversity and key concepts to understand issues of power, oppression and social justice.

## **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed:

1. Skills to obtain, summarise and synthesise material from a range of sources to analyse issues in the Health and Community sector.
2. Skills to assess and reflect upon ethical dilemmas and conflicts in the Health and Community sector.
3. Skills to assess the merits of competing explanations and interpretations of social questions, issues and problems, using appropriate conceptual and theoretical perspectives and relevant evidence
4. Reasoned arguments, justified conclusions and recommendations by reference to appropriate analytical frameworks and supporting evidence
5. Skills to plan, conduct and report on a programme of independent research

## **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

1. Think critically and analytically to develop a coherent line of argument, orally and in writing, following academic conventions and be able to apply these in a variety of contexts.
2. Apply interpersonal communication skills to promote effective working with a range of service users and colleagues in a variety of contexts, including the ability to respond appropriately to equal opportunities and diversity issues in context.
3. Demonstrate competence in critical reflection, including the exercise of initiative and personal responsibility, to enhance personal and professional development and to support lifelong learning.
4. Demonstrate the ability to effectively articulate your transferable skills to employers.

## **8.4. Employment related skills**

On successful completion graduates should have developed the ability to:

1. Develop the ability to communicate ideas in a variety of written formats
2. Develop the ability to communicate ideas and arguments orally in the context of formal presentations
3. Develop the ability to work with others in the investigation of problems, and in the presentation of arguments and evidence



4. Develop the ability to set goals, plan a work programme and manage time effectively
5. Acquire some of the necessary personal and practical skills associated with successful WBL within the sector.

### **8.5. Practical skills**

On successful completion graduates should have developed:

1. Skills and techniques developed from the programme of different pedagogical approaches used to support clients and individuals.
2. Skills to demonstrate the ability to employ information and digital technology to enhance communications in a variety of contexts.
3. Skills to apply knowledge and understanding of teamwork and the benefits of, and barriers to, effective inter-disciplinary and inter-agency work within the health and community sector.

## **9. Admissions Criteria, including APCL, APEL and Disability Service arrangements**

<b>Entry Requirements for BSc (Hons) Professional Studies (Health and Community) Top Up</b>	
Subject Specific	<p>FdSc or FdA in appropriate subject area Diploma in Higher Education</p> <p>The College's standard admissions criteria will apply however all students who are undertaking the award will be entered for a Disclosure and Barring certificate that must be clear in order to progress on the course.</p> <p>All applicants will be interviewed.</p>
English or Maths	GCSE grade 4 or above (C) or equivalent

## **10. Progression Opportunities**

There are no automatic progression routes after completion. However, students can potentially apply for Post Graduate Teacher Training or Graduate Social Work programmes and Health and Social Care related topics.

Other opportunities might include:

- Working within the Public Sector
- Working within Private Sector

- Working within the Charitable and Volunteer Sector

## **11. Non-Standard Regulations**

Not applicable

## **12. Transitional Arrangements**

Not applicable.

## **Appendices**

Programme Specification Mapping (UG) – core/elective modules

## Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Programme Intended Learning Outcomes

Core Modules		Programme Intended Learning Outcomes contributed to (for more information see Section 8)																				Compe nsation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical				
		8.1 Knowledge & understanding					8.2 Cognitive & intellectual skills					8.3 Key & transferable skills				8.4 Employment related skills					8.5 Practical skills						
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1			2	3		
Level 6	WEYM3001 Dissertation (40)		X		X		X		X	X	X	X		X			X		X		X	X		N	C1 (100%)		
	WEYM3002 Research Skills for Study (20)	X		X			X		X	X		X	X	X	X	X	X	X	X		X		Y	C1 (50%) P1 (50%)			
	WEYM3003 Global and Contemporary Issues (20)		X		X	X	X	X	X		X		X		X		X	X		X	X	X	Y	C1 (60%) E1 (40%)			
	WEYM3004 Leadership and Management (20)	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X			X	X	X	Y	T1 (50%) C1 (50%)			
	WEYM3005 Poverty, Inequality and Social Exclusion (20)		X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		Y	P1 (70%) C1 (30%)			
Level 6 LOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Confirmed PILOs		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					

# Module Records

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM3001

**MODULE TITLE:** Dissertation

**CREDITS:** 40

**FHEQ LEVEL:** 6

**HECOS CODE:** 100962 Research Skills

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** N

### SHORT MODULE DESCRIPTOR:

This module is a significant component of the programme and encourages students to pursue, under supervision, individual autonomous research based around the health and community sector. Students will engage with research methodology, developing skills in data collection and analysis and acquiring an extensive understanding of the chosen topic from an ethical standpoint to demonstrate key academic and professional skills.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	100%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Professional Studies (Health and Community)

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- Provide the student with an opportunity for personal development in applying prior theoretical and practical learning to a selected topic demonstrating her/his ability to carry out a sustained piece of independent work
- Encourage individual thought, initiative, time management, good skills of written communication and in-depth understanding of a particular topic in health and social care.
- To facilitate each student's negotiation with subject specialist staff in the construction of an individual response to the independent work.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1.Design, manage and report on a substantial piece of independent research relevant to health and community.	8.1.2, 8.1.4, 8.2.1, 8.2.3, 8.2.5, 8.3.1, 8.3.3, 8.4.1, 8.4.4, 8.5.1, 8.5.2
2.Critically interpret data of different kinds and appraise the strengths and weakness of approaches adopted.	8.1.2, 8.2.1, 8.2.3, 8.3.3, 8.4.4, 8.5.2
3.Research and assess theories, principles, concepts and factual information and apply such skills in explaining and solving problems.	8.1.2, 8.1.4, 8.2.3, 8.2.4, 8.3.3, 8.4.1, 8.5.2
4.Synthesise findings, draw conclusions and critically evaluate literature and study design, application of appropriate methodology, theoretical framework and analysis.	8.1.2, 8.1.4, 8.2.1, 8.2.3, 8.2.4, 8.2.5, 8.3.1, 8.3.3, 8.4.4, 8.5.2
5.Critically define, discuss and evaluate ethical issues related to the subject of the research.	8.1.2, 8.2.3, 8.2.4, 8.2.5, 8.3.3, 8.4.1, 8.5.1

<b>DATE OF APPROVAL:</b> 02/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2020	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> All Year

Notes:

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2021/22**

**NATIONAL COST CENTRE: 105**

**MODULE LEADER: Jan Westhenry**

**OTHER MODULE STAFF: Jo Smark-Richards**

### **Summary of Module Content**

This module builds on prior learning and offers students the opportunity for further development of skills and knowledge learnt throughout the course. 10 (1.5 hour) workshops will be run in the autumn term to give students a refresher in research methods, and to ensure that they grasp issues of ontology and epistemology. Practical help will be given to students in developing research proposals and in methods practice. Students will meet their supervisor at least five times in the Spring and Summer term during the course of the dissertation preparation. The project will include a project proposal, literature review, application for ethical approval as well as a piece of independent research involving the collection of data and analysis of a specific topic or a literature based project involving the analysis of secondary data.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	15	10 x 1.5 hour lectures
Seminar	30	20 x 1.5 hour seminars
Supervised sessions	5	5 x 1 hour supervised sessions
Guided Independent Learning	350	
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	1: Research Proposal and Literature Review (ALO 3, ALO 5)	20%
	2: Dissertation (ALO 1, ALO 2, ALO 4)	80%
		<b>100%</b>

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	1: Research Proposal and Literature Review (ALO 3, ALO 5)	20%
	2: Dissertation (ALO 1, ALO 2, ALO 4)	80%
		<b>100%</b>

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Jan Westhenry  
**Date:** 07/07/2021

**Approved by:** Jo Smark-Richards  
**Date:** 07/07/2021

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** WEYM3002

**CREDITS:** 20

**MODULE TITLE:** Research Skills and Reflective Practice

**FHEQ LEVEL:** 6

**HECOS CODE:** 100962 Research Skills

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

#### SHORT MODULE DESCRIPTOR:

The module supports the development of appropriate research skills and knowledge. There is the opportunity to develop the ability to analyse and critique research literature and to consider its application to practice. This module will provide students with the opportunity to consolidate the knowledge gained throughout their programme of study within their chosen work setting, in order to enhance their career prospects.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Professional Studies (Health and Community)

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- Complete a period of professional practice within the working environment, underpinning theoretical learning within the health and community sector.
- Review and reflect upon experiences, skills, qualities and attributes and the development within the context of a health and community case study.
- To provide students with the skills to critically evaluate the relative strengths and weaknesses of a chosen theme within their working environment and its impact on service users.
- Demonstrate appropriate communication and presentation skills reflecting on work placement.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1.Critically reflect on individual work experience in the health and community sector.	8.1.1, 8.1.3, 8.2.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.3, 8.4.4, 8.4.5, 8.5.1, 8.5.3
2.Reflect on and evaluate the knowledge and transferable skills gained during professional practice.	8.1.1, 8.1.3, 8.2.1, 8.3.2, 8.3.3, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.5.1, 8.5.3
3.Critically examine how theoretical perspectives are implemented from	8.1.1, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.1, 8.5.1, 8.5.3

their discipline within a health and community work setting.	
4. Interpret and evaluate contemporary research in the health and community sector and its impact.	8.1.1, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.1, 8.5.1, 8.5.3

<b>DATE OF APPROVAL:</b> 02/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2020	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>



## **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. 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: 2021/22**  
**MODULE LEADER: Jan Westhenry**

**NATIONAL COST CENTRE: 105**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

Within this module students will develop their understanding of how research is used to investigate and address key issues in the health and community sector. It will look at academic research, but also into the methods and results that are used by other organisations (such as charities, local authorities and businesses) to find out where the problems lie, and what works to tackle them. Within this module students will select a theme from a health and community setting to reflect upon and consider with research its impact on self-evaluation and development.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	9	6 x 1.5 hour advice sessions for study topic
Guided independent Learning	96	
Work Based Learning	50	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Case Study Report (ALO 3 , ALO4)	100%
Practical	Presentation (ALO 1, ALO 2)	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Case Study Report (ALO 3 , ALO4)	100%
Practical	Presentation (ALO 1, ALO 2)	100%

### **To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Jan Westhenry  
Date: 07/06/2021

**Approved by:** Jo Smark-Richards  
Date: 07/07/2021

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM3003

**MODULE TITLE:** Global and Contemporary Issues

**CREDITS:** 20

**FHEQ LEVEL:** 6

**HECOS CODE:** 100476 Health and Social Care

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

### SHORT MODULE DESCRIPTOR:

This module aims to provide students with an understanding of the global society with perspectives relating to people, culture, and all social aspects of life as they become more integrated in both time and space with increasing connectivity. This module will support students to gain a critical awareness of working in a 'global context' and to have a clear understanding of a globalised world and its impact within the health and community sector.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>C1</b> Coursework	60%	<b>T1</b> Test	40%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Professional Studies (Health and Community)

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- Explore the basic concepts of global and contemporary issues within the health and community sector.
- Review and reflect upon the role of agencies in addressing global and contemporary issues within the health and community sector.
- Develop skills in digital literacy in order to explore a global and contemporary issue and its impact on the health and community sector.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1.Demonstrate a critical understanding of globalization and its effects on special populations or target groups within the health and community sector.	8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.1, 8.4.4, 8.5.1, 8.5.2
2.Critically evaluate the role that international and national agencies have in addressing global and contemporary issues within the health and community sector.	8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.1, 8.4.4, 8.5.3
3.Research a specific sector specific topic, gathering appropriate academic literature and data to support the research within the health and community sector.	8.1.2, 8.1.5, 8.2.1, 8.2.3, 8.3.1, 8.4.1, 8.4.3, 8.4.4, 8.5.3

4. Apply the knowledge learnt to undertake a literature based project related to global and contemporary issues through the gathering and critical analysis of data, information and policy.	8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.1, 8.4.4, 8.5.3
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<b>DATE OF APPROVAL:</b> 02/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2020	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

**Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## 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. 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: 2021/22**

**MODULE LEADER: Jan Westhenry**

**NATIONAL COST CENTRE: 105**

**OTHER MODULE STAFF:**

### Summary of Module Content

Within this module students will develop an understanding of the global issues within society with perspectives relating to people, culture, and all social aspects of life as they become more integrated. Students will gain a critical awareness of working in a 'global context' and the global and national responses to issues by organisations relevant to the health and community sector. This module will offer an insight into the challenges associated with working in the health and community sector within a globalised world and critically examine the impact of globalisation on special populations or target groups.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	9	6 x 1.5 hour advice sessions for study topic
Guided independent Learning	146	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	E-learning magazine (ALO 3, ALO 4)	100% <b>100%</b>
Test	Test (2 hours) (ALO1, ALO 2)	100% <b>100%</b>

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	E-learning magazine (ALO 3, ALO 4)	<b>100%</b>
Coursework in lieu of original assessment	Essay (ALO1, ALO 2)	<b>100%</b>

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Jan Westhenry  
Date: 07/07/2021

**Approved by:** Jo Smark Richards  
Date: 07/07/2021

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM3004

**MODULE TITLE:** Leadership and Management

**CREDITS:** 20

**FHEQ LEVEL:** 6

**HECOS CODE:** 100088 Leadership

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

This module provides students with the skills to effectively lead in dynamic and inter-professional organisations. Students will develop personally and professionally ensuring they have the tools they need to support future development and empower them to achieve their potential for career progression. The module helps students address the key areas of practice concerned with leading and managing teams and individuals.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>T1</b> (Test)	50%	<b>C1</b> (Coursework)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Professional Studies (Health and Community)

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- Explore and critique qualities of effective leaders and managers within organisations including within multi-disciplinary and multi-agency teams.
- To provide students with the skills to evaluate relevant policy and publications and the implications for leadership and management in the sector.
- Encourage the application of theories and models related to the impact of leadership and management in the sector

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme

**Specification for relevant award/ programme Learning Outcomes.**

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Define, critically analyse and apply the principles and theories relating to leadership, policy and the management of change.	8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.2, 8.5.3
2. Demonstrate a sound knowledge and critical understanding of the leadership, policy and management of	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.3.4, 8.4.2, 8.4.3, 8.5.2, 8.5.3

multi-agency and multi-disciplinary teams	
3.Demonstrate a sound knowledge and critical understanding of leadership and management in managing working relationships	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
4.Apply and critically analyse academic and professional perspectives in relation to leadership and management.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3

<b>DATE OF APPROVAL:</b> 02/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2020	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **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. 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: 2021/22**  
**MODULE LEADER: Olivia Curtis**

**NATIONAL COST CENTRE: 105**  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

This module will enable students to develop skills both personally and professionally, ensuring they have the tools they need to support future career development. The module helps students address the key areas of practice concerned with leading, policy and managing teams and individuals. Students will advance their knowledge of recent policy developments and consider the current and future needs of the sector in order to ensure that the views of service users are fully represented in the management of care processes.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	45	30 x 1.5 hour lectures
Tutorial Support	9	6 x 1.5 hour tutorials (Advice sessions for study topic)
Guided independent Learning	146	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Test	Open Book Test (2 hour) (ALO1, ALO 2)	100% <b>100%</b>
Coursework	Report (ALO 3, ALO 4)	100% 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework in lieu of original assessment	Essay (ALO1, ALO 2)	<b>100%</b>
Coursework	Report (ALO 3, ALO 4)	<b>100%</b>

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Olivia Curtis  
**Date:** 07/07/2021

**Approved by:** Jo Smark-Richards  
**Date:** 07/07/2021

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** WEYM3005

**CREDITS:** 20

**MODULE TITLE:** Poverty, Inequality and Social Exclusion

**FHEQ LEVEL:** 6

**HECOS CODE:** 100653 Health and Welfare

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module explores the links between poverty, inequality, social exclusion and health and wellbeing. It provides a critical, theoretically grounded analysis of current strategies to reduce poverty and social exclusion and interventions to address health inequalities. This module examines the challenges of health inequalities and the impact these have on special populations and target groups.

**ELEMENTS OF ASSESSMENT** [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

<b>P1</b> (Practical)	70%	C1 (Coursework)	30%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** BSc (Hons) Professional Studies (Health and Community)

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- Students will explore the challenges of health inequalities, poverty and social exclusion in contemporary UK within the health and community sector.
- Encourage an evaluation of relevant government policy and the implications for poverty, inequality and social exclusion within the health and community sector.
- Provide students with the skills to reflect on theories and models related to the explanation of poverty.
- Demonstrate appropriate employability and presentation skills.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1.Critically examine theoretical approaches aimed towards the understanding of poverty, inequality and social exclusion	8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1, 8.4.1, 8.4.4, 8.5.2
2.Analyse current inequalities in contemporary UK society and the	8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.4.1, 8.4.4, 8.5.1, 8.5.2,



impact on groups that are disproportionately affected.	
3. Critically evaluate contemporary approaches to measuring poverty, and social exclusion in the UK.	8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.4.1, 8.4.4, 8.5.2
4. Demonstrate appropriate presentation and verbal communication skills.	8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.5.2

<b>DATE OF APPROVAL:</b> 02/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2020	<b>SCHOOL/PARTNER:</b> Weymouth College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

#### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

## **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. 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: 2021/22**

**MODULE LEADER: Jo Smark-Richards**

**NATIONAL COST CENTRE: 105**

**OTHER MODULE STAFF:**

### **Summary of Module Content**

Within this module students will explore the links between poverty, inequality, social exclusion and health and wellbeing. Students will consider an analysis of current strategies to reduce poverty and social exclusion and interventions to address health inequalities. Students will examine the challenges of health inequalities and the impact these have on special populations and target groups.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	45	30 x 1.5 hour lectures
Tutorial Support	9	6 x 1.5 hour tutorials (Advice sessions for study topic)
Guided independent Learning	146	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Presentation (30 minutes and 10 minutes Q and A) (ALO1, ALO3, ALO4)	100% <b>100%</b>
Coursework	Report (ALO2)	100% <b>100%</b>

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Presentation (30 minutes and 10 minutes Q and A) (ALO1, ALO3, ALO4)	100% <b>100%</b>
Coursework	Report (ALO2)	100% <b>100%</b>

### **To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Jo Smark-Richards  
Date: 07/07/2021

**Approved by:** Jan Westhenry  
Date: 07/07/2021