



**UNIVERSITY OF
PLYMOUTH**

ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2023-24

FdSc Health & Social Care

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Welcome and Introduction

Welcome to FdSc Health & Social Care 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 available on your programmes chosen platform.
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

Programme Specification

1. FdSc Health and Social Care

Final award title

FdSc Health and Social Care

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)**

N/A

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

The FdSc Health and Social Care 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 thrive 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.

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 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).

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 interactive activities. These methods are used to enable students to acquire and apply the knowledge, awareness and skills expressed in the course and module learning outcomes.

The course provides an academically rigorous and vocationally relevant student experience. Students engage in work-based experiential learning at level 4 and 5 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 range of 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, research project, reflective practice, table-top scenarios and examinations.

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 assignments 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 smaller group sizes, allowing a personal approach to tuition.

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 4 (Year 1) F/T			
Module	Credits	Term	Core or Option Module
WEYM1062 Communication in Care	20	All Year	Core
WEYM1063 Foundations of Health & Welfare	20	Autumn	Core
WEYM1064 Causes and Impact of Illness & Disease	20	All Year	Core
WEYM1065 The Role of Public Health	20	Spring	Core
WEYM1066 Safeguarding in Health & Social Care	20	All Year	Core
WEYM1067 Study Skills & Professional Development	20	All Year	Core
Level 5 (Year 2) F/T			
Module	Credits	Term	Core or Option Module
WEYM2058 Health Promotion	20	Autumn	Core
WEYM2059 Organisational Management in Health & Social Care	20	Autumn	Core

WEYM2060 Research Project and Work Based Learning	20	All Year	Core
WEYM2061 Ethics, Values, Diversity & Rights	20	All Year	Core
WEYM2062 Health & Social Policy	20	Spring	Core
WEYM2063 Mental Health & Well-being in Health and Social Care	20	Spring	Core

Level 4 (Years 1 & 2) P/T			
Module	Credits	Term	Core or Option Module
WEYM1062 Communication in Care	20	All Year (Year 2)	Core
WEYM1063 Foundations of Health & Welfare	20	Autumn (Year 2)	Core
WEYM1064 Causes and Impact of Illness & Disease	20	All Year (Year 2)	Core
WEYM1065 The Role of Public Health	20	Spring (Year 1)	Core
WEYM1066 Safeguarding in Health & Social Care	20	All Year (Year 1)	Core
WEYM1067 Study Skills & Professional Development	20	All Year (Year 1)	Core
Level 5 (Years 3 & 4) P/T			
Module	Credits	Term	Core or Option Module
WEYM2058 Health and Promotion	20	Autumn (Year 3)	Core
WEYM2059 Organisational Management in Health & Social Care	20	Autumn (Year 4)	Core
WEYM2060 Research Project and Work Based Learning	20	All Year (Year 4)	Core
WEYM2061 Ethics, Values, Diversity & Rights	20	All Year (Year 3)	Core
WEYM2062 Health & Social Policy	20	Spring (Year 3)	Core
WEYM2063 Mental Health & Well-being in Health Social Care	20	Spring (Year 4)	Core

7. Programme Aims

1. Develop skills to become reflective practitioners and to promote learning throughout their careers
2. 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
3. Develop transferable knowledge, understanding and skills required for success in employment in the health and social care sector at supervisory or management level or higher level learning

4. Develop an understanding of the importance of developing emotional intelligence and professional resilience within the health and social care sector.

8. Programme Intended Learning Outcomes (PILOs)

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 social care 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. 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 Social Care sector.
2. 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
3. Reasoned arguments, justified conclusions and recommendations by reference to appropriate analytical frameworks and supporting evidence
4. Skills to plan, conduct and report on a programme of independent research in line with the university's ethical research policy.

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.

8.4. Employment related skills

On successful completion graduates should have developed:

1. The ability to communicate ideas in a variety of written and oral formats
2. The ability to work with others in the investigation of problems, and in the presentation of arguments and evidence
3. The ability to set goals, plan a work programme and manage time effectively
4. 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 social care sector.

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

All applicants must have GCSE (or equivalent) Maths and English at Grade C/Level 4 or above.

Applicants should normally be at least 18 years of age. Applications are welcomed from candidates with a subject-specific Level 3 course with a minimum of 80 UCAS points achieved. Applications from candidates without formal qualifications, but who have a minimum of two years' relevant work experience and are able to demonstrate that they have developed the necessary skills to succeed on the course will also be considered subject to the successful

completion of an interview and/or piece of work demonstrating suitability and academic ability for the programme.

Students who have identified a supporting need will be contacted with details of support available.

Entry Requirements for FdSc Health and Social Care	
A-level/AS-level	80 UCAS points from AS and A-Levels to preferably include subjects in an area related to Health & Social Care
BTEC National Diploma/QCF Extended Diploma	80 UCAS points typically MMP profile or above
Access to Higher Education at level 3	Preferably in relevant subject area. 45 credits at level 3 Candidates will be interviewed before an offer is made.

10. Non Standard Regulations

Not applicable

11. Transitional Arrangements for existing students looking to progress onto the programme

Students on the FdSc Health and Social Care award who commenced prior to September 2022, will only be permitted to transfer to this award if they interrupt or repeat their studies.

Appendices

Programme Specification Mapping (UG) – core/elective modules

Work Based Learning

Appendix 1: (UG) Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) weightings 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							
PILOs met at Level 4																				
WEYM1062 Communication in Care																			Y	C1 (60%) P1 (40%)
WEYM1063 Foundations of Health & Welfare																			Y	C1 (100%)
WEYM1064 Causes and Impact of Illness & Disease																			Y	C1 (50%) T1 (50%)
WEYM1065 The Role of Public Health																			Y	C1 (75%) P1 (25%)
WEYM1066 Safeguarding in Health & Social Care																			Y	C1 (100%)
WEYM1067 Study Skills & Professional Development																			Y	C1 (100%)
PILOs met at Level 5																				
WEYM2058 Health Promotion																			Y	C1 (75%) P1 (25%)
WEYM2059 Organisational Management in Health & Social Care																			Y	C1 (100%)
WEYM2060 Research Project Work Based Learning																			Y	C1 (70%) P1 (30%)
WEYM2061 Ethics, Values, Diversity and Rights																			Y	C1 (70%) P1 (30%)
WEYM2062 Health & Social Policy																			Y	C1 (60%) T1 (40%)
WEYM2063 Mental Health & Well-being in Health and Social Care																			Y	C1 (60%) P1 (40%)

Tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Appendix 2 Work-Based Learning

WBL is an essential element of Foundation Degrees

FHEQ level: 4				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
WBL: Students will be required to complete a minimum of 200 hours' work-based learning (100 in year one and 100 in year two).	8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3	WEYM 1067: Research Skills and Professional Development	ALO 1 and 3	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
Guest speakers: Public Health Dorset, BSL, Diabetes management, Devon and Dorset Police, regeneration officer.	8.1.1, 8.1.4, 8.2.1, 8.2.2, 8.3.2, 8.4.4, 8.5.1, 8.5.3	All modules	ALO 3 and 4	
Group work: Students will work as a group to enact a serious case review.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.3.2, 8.4.1, 8.4.2, 8.4.4, 8.5.1, 8.5.3	WEYM1062: Communication in Care	ALO 3 and 4	Observation and evaluation of communication role

<p>Students will critically reflect upon their interactions and employment with feedback from professionals in a written evaluation.</p> <p>Employability skills: SWOT analysis and career action plan with comparison from beginning to end of year 1 (Knowledge, skills and qualities)</p>	<p>8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.3, 8.4.1, 8.4.3, 8.5.2</p> <p>8.1.3, 8.3.3, 8.4.3, 8.5.2</p>	<p>WEYM1062: Communication in Care</p> <p>WEYM 1067: Research Skills and Professional Development</p>	<p>ALO 1 and 3</p>	<p>Report and reflection on progression and development.</p>
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An explanation of 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.

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 addition to the contact from the WBL tutor as part of the module delivery, students and the WBLtutor work alongside a designated Work Placement Officer who coordinates DBS and acts as a point of contact for the student, WBL tutor and setting supervisor(s) and completes formative observations and feedback to support reflective practice for assessment.

In line with standard College procedures (and in conjunction with University of Plymouth processes) 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 WBLTutor and Work Placement Officer 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.

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: WEYM1062 **MODULE TITLE:** Communication in Care
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S):** 101341
PRE-REQUISITES: No **CO-REQUISITES:** None **Psychology in communication**
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] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	60%	P1 (Practical)	40%
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SUBJECT ASSESSMENT PANEL 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 skills and give students the opportunity to demonstrate and reflect on the importance of communication skills in care.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain theories of interpersonal communication	8.1.1, 8.1.3, 8.3.1, 8.5.1, 8.5.2 8.1.1, 8.1.2, 8.2.2, 8.3.1, 8.4.4
2. Assess factors that help and hinder effective communication	8.1.3, 8.3.2, 8.4.1, 8.4.2, 8.4.4, 8.5.3
3. Demonstrate effective communication skills.	
4. Evaluate the importance of effective communication skills in care.	8.1.3, 8.2.3, 8.3.3

DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All Year

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: 2023/24
MODULE LEADER: Sylwia Kersley

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

Summary of Module Content

- Communication Skills
- Interpersonal Communication
- Communication Concepts and Theories (eg Argyle, Tuckman, Egan (SOLER), Uncertainty Reduction Theory).
- Barriers to Communication (eg environment, impairment(s), accessibility etc).
- Communication Strategies in Care (eg BSL, Makaton, Comm Passports, Braille, approaches, interpreters etc).
- Advocacy in Care
- Communication in Care
- Digital Communication
- Communication in working practice (in person and digital format)
- The importance of effective communication in care
- Reflective practice (in relation to communication skills).

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1 & 2)	100%
Practical	Practical Observation (Table Top Scenario) (planning and evaluating) (LO 3 & 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report (LO 3 & 4)	100%
Coursework	Essay (LO 1 & 2)	100%

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

Updated by: Sylwia Kersley
Date: 06/09/2022

Approved by: Jan Westhenry
Date: 06/09/2022

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: WEYM1063	MODULE TITLE: Foundations of Health and Welfare	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE(S): 100653 Health & Welfare/100473 Health Studies
PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

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 and the changing notions of welfare. The module focuses on the impact that social inequalities in society have on life chances and opportunities.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment	
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C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL 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 impact of informal care on well-being and the impact that social inequalities have on life chances.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain the concept of family/informal care.	8.1.1, 8.2.1, 8.3.1, 8.4.1, 8.5.2
2. Evaluate the impact of informal care on well-being.	8.1.4, 8.2.1, 8.2.3, 8.4.1, 8.5.2
3. Evaluate the implications of the changing nature of care and welfare on society.	8.2.1,8.3.1, 8.4.1, 8.4.2, 8.5.1
4. Analyse how social inequalities can impact on an individual's health status and life chances.	8.1.4,8.2.3, 8.2.4, 8.4.1, 8.4.2, 8.5.3

DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

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: 2023/24
MODULE LEADER: Sylwia Kersley

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

Summary of Module Content

- Understand the contemporary and changing nature of care and welfare in the UK
- The influence of social inequalities on the life chances and health status of individuals (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.
- Young Carers
- Adult and spousal carers

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1, 2 & 3)	50%
	Report (LO 4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1, 2, 3, & 4)	100%

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

Updated by: Sylwia Kersley
Date: 06/09/2022

Approved by: Jan Westhenry
Date: 06/09/2022

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: WEYM1064
CREDITS: 20

MODULE TITLE: Causes and Impact of Illness and Disease
FHEQ LEVEL: 4

HECOS CODE(S):100653 Health & Welfare/100476 Health & Social Care

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] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	T1 (Test)	50%
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SUBJECT ASSESSMENT PANEL 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; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Develop knowledge and understanding of medical, psychological, sociological, political, and cultural perspectives on health.	8.1.1, 8.2.1, 8.2.4, 8.4.1, 8.5.1, 8.5.3
2. Explore and evaluate the utility of different models of health for understanding health and healthcare and the experience of illness.	8.1.1, 8.1.4, 8.2.1, 8.2.2, 8.3.1, 8.5.1, 8.5.2, 8.5.3
3. Analyse current health policy and practice	8.1.1, 8.1.3, 8.2.2, 8.2.3, 8.3.1, 8.4.4
4. Interpret and evaluate health related data and literature.	8.2.1, 8.3.2, 8.4.1, 8.4.3, 8.5.1, 8.5.2

DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All Year

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: 2023/24

MODULE LEADER: Jan Westhenry

NATIONAL COST CENTRE: 131

OTHER MODULE STAFF:

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 (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Test (LO 3 & 4)	100%
Coursework	Report (LO 1 & 2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Essay (LO 3 & 4)	100%
Coursework	Report (LO 1 & 2)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jan Westhenry Date: 06/09/2022	Approved by: Martin Oliver Date: 06/09/2022

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: WEYM1065
CREDITS: 20

MODULE TITLE: The Role of Public Health
FHEQ LEVEL: 4

HECOS CODE(S): 100648 Health Policy/100476 Health & Social Care

PRE-REQUISITES: No

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

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] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	75%	P1 (Practical)	25%
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SUBJECT ASSESSMENT PANEL 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; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain the roles of different agencies in identifying levels of health and disease in communities	8.1.1, 8.2.1, 8.2.3, 8.3.1, 8.4.1
2. Explain, using statistical data, the epidemiology of infectious diseases and health conditions that are widespread in their own country	8.1.2, 8.1.3, 8.2.2, 8.2.4, 8.5.1
3. Evaluate the effectiveness of different approaches and strategies to control the incidence of disease in communities	8.1.1, 8.1.3, 8.1.4, 8.2.1, 8.2.3, 8.3.1
4. Analyse the impact of current lifestyle choices on current services and future needs for health and social care services	8.1.2, 8.1.3, 8.1.4, 8.2.2, 8.2.4, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.5.2, 8.5.3

DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Spring

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: 2023/24
MODULE LEADER: Jan Westhenry

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

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 (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1, 2 & 3)	100%
Practical	Presentation (LO 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO 1,2 & 3)	100%
Coursework (in lieu of the original assessment)	Essay (LO 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jan Westhenry Date: 06/09/2022	Approved by: Martin Oliver Date: 06/09/2022

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: WEYM1066	MODULE TITLE: Safeguarding in Health & Social Care	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE(S): 100476 Health & Social Care
PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

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

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment	
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C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

- Explore the reasons that particular individuals and groups may be vulnerable to abuse and/or 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; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Evaluate why particular individuals and groups may be vulnerable to abuse and/or harm to self and others.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.5.1,
2. Explain a contemporary safeguarding issue within the health and community sector.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.2,
3. Explain how key professionals are involved in the protection of individuals and groups vulnerable to abuse.	8.1.1, 8.1.2, 8.1.4, 8.2.2, 8.3.3, 8.4.2, 8.5.3

4. Evaluate existing legislation, working practices and strategies designed to minimise abuse in health and social care contexts.	8.1.1, 8.1.2, 8.1.4, 8.3.3, 8.4.4, 8.5.2, 8.5.3
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DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All Year

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: 2023/24
MODULE LEADER: Lesley Kellett

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

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)
- 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 (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1 & 2)	50%
	Report (LO 3 & 4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1, 2, 3 & 4)	100%

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

Updated by: Lesley Kellett
Date: 06/09/2022

Approved by: Jan Westhenry
Date: 06/09/2022

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: WEYM1067 **MODULE TITLE:** Study Skills & Professional Development
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S):** 100476 Health & Social Care
PRE-REQUISITES: No **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] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL 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; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Reflect on individual strengths and weaknesses, for continuous evaluation and professional achievement.	8.1.1, 8.3.2, 8.3.3, 8.4.3, 8.4.4, 8.5.1
2. Demonstrate methods and techniques for effective study.	8.1.3, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.4.2, 8.5.2
3. Evaluate reflective practice skills and the integration of workplace learning.	8.1.1, 8.3.2, 8.3.3, 8.4.3, 8.4.4, 8.5.1
4. Evaluate the impact of a Health, Social Care or Educational topic on society and community.	8.1.3, 8.2.1, 8.2.3, 8.2.4, 8.3.1, 8.4.2, 8.5.2

DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All Year

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: 2023/24
MODULE LEADER: Sylwia Kersley

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

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 (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research based report (LO 2 & 4)	50%
	Report on reflective practice (LO 1 & 3)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO 1,2,3 & 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sylwia Kersley Date: 06/09/2022	Approved by: Jan Westhenry Date: 06/09/2022

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: WEYM2058	MODULE TITLE: Health Promotion	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE(S) : 100476 Health & Social Care/101317 Environmental & Public Health
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] – see Definitions of Elements and Components of Assessment			
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C1 (Coursework)	75%	P1 (Practical)	25%
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SUBJECT ASSESSMENT PANEL 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; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Define and analyse health and role of health promotion	8.1.1, 8.1.4, 8.3.1
2. Compare and contrast models of health promotion and delivery and evaluate the political influence on the public health agenda	8.1.1, 8.1.3, 8.1.4, 8.2.1, 8.3.2, 8.5.1, 8.5.2, 8.5.3
3. Analyse health promotion within a health and community workplace	8.1.2, 8.2.1, 8.2.3, 8.5.1
4. Demonstrate awareness of health promotion within a health and community setting.	8.1.1, 8.1.3, 8.2.2, 8.4.2, 8.4.3
5. Evaluate the impact of a health promotion campaign within a health and community setting	8.1.2, 8.2.3, 8.2.4, 8.3.3, 8.4.1, 8.4.3, 8.4.4, 8.5.1, 8.5.3

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DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

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: 2024/25
MODULE LEADER: Jan Westhenry

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

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 and their impact

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Health Promotion Campaign report (LO 3, 4 & 5)	100%
Practical	Presentation (LO 1 & 2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 3, 4, & 5)	100%

Coursework (in lieu of the original assessment)	Report (LO 1 & 2)	100%
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jan Westhenry Date: 11/02/2022	Approved by: Martin Oliver Date: 11/02/2022

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: WEYM2059	MODULE TITLE: Organisational Management in Health & Social Care	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE(S): 100476 Health & Social Care/100085 Human Resources Management/100089 Management Studies
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] – see Definitions of Elements and Components of Assessment	
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C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL 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 leading and managing people working in health and social care.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain theories of leadership and management within the health and social care work place.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.4.4, 8.5.1, 8.5.2, 8.5.3
2. Analyse the impact of effective leadership and management on working relationships and motivation.	8.1.1, 8.1.3, 8.1.4, 8.2.3, 8.3.1, 8.3.2, 8.4.4, 8.5.1, 8.5.2, 8.5.3
3. Explain factors to be considered when planning the recruitment and selection of individuals to work in health and social care.	8.1.1, 8.1.2, 8.2.2, 8.3.1, 8.3.2, 8.4.4, 8.5.1, 8.5.2, 8.5.3

4. Evaluate strategies for performance monitoring, management and continuing development of individuals within the health and social care workplace.	8.1.1, 8.1.4, 8.2.4, 8.4.3, 8.5.1, 8.5.2, 8.5.3
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DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

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: 2024/25
MODULE LEADER: TBA

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

Summary of Module Content

- Leadership and management in HSC (inc Managers vs Leaders)
- Leadership Theory (eg Lewin, Adair etc)
- Application and evaluation of leadership and management in care.
- Organisational behaviour/motivation theories (eg McGregor, Maslow etc).
- Teamwork concepts/theories (eg Tuckman, Belbin etc)
- Factors for planning recruitment
- Selection methods and processes in care
- Performance monitoring and management (probation periods, reviews, appraisals, targets, action plans etc).
- Performance development including mandatory/legislative training and additional training/development.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1 & 2)	50%
	Report (LO 3 & 4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO 1, 2, 3 & 4)	100%

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

Updated by: Olivia Curtis
Date: 11/02/2022

Approved by: Jan Westhenry
Date: 11/02/2022

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: WEYM2060	MODULE TITLE: Research Project and Work Based Learning	HECOS CODE(S): 100476 Health & Social Care
CREDITS: 20	FHEQ LEVEL: 5	
PRE-REQUISITES: No	CO-REQUISITES: None	COMPENSATABLE: Y

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] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	70%	P1 (Practical)	30%
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SUBJECT ASSESSMENT PANEL 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:

- 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, objective reader with an understanding of non-bias and bias research giving them tools to carry out primary and secondary research themselves in line with ethical research practices.
- Interpret and evaluate contemporary research in the health and social care sector.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Design, manage and report on a substantial piece of independent research relevant to health and community.	8.1.1, 8.2.1, 8.2.4, 8.3.1, 8.4.3
2. Evaluate, select and use appropriate sources of information on a selected topic.	8.2.2, 8.2.3, 8.4.2, 8.5.2
3. Demonstrate competence in a range of professional skills appropriate to a specific employment sector.	8.1.3, 8.3.2, 8.4.2, 8.5.1
	8.1.1, 8.1.2, 8.2.4, 8.3.3, 8.4.1, 8.4.4, 8.5.3

4. Interpret and evaluate contemporary research into skills required in health and social care	
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DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All Year

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: 2024/25
MODULE LEADER: Jan Westhenry

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

Summary of Module Content

- 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 (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO 1 & 2)	100%
Practical	Presentation (LO 3 & 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1 & 2)	100%
Coursework (in lieu of the original assessment)	Report (LO 3 & 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Jan Westhenry Date: 11/02/2022	Approved by: Martin Oliver Date: 11/02/2022

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: WEYM2061
CREDITS: 20

MODULE TITLE: Ethics, Values, Diversity & Rights
FHEQ LEVEL: 5
HECOS CODE(S): 100793
Ethics/100476 Health & Social Care

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] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	70%	P1 (Practical)	30%
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SUBJECT ASSESSMENT PANEL 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; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Reflect on how beliefs and values impact upon relationships in health care	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.3.1, 8.4.1, 8.5.1
2. Examine 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	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.3.1, 8.4.1, 8.5.1
3. Explain how health and social care professionals practice in an anti-discriminatory manner to counteract discrimination and inequality	8.1.1, 8.1.3, 8.1.4, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.4.4, 8.5.3
	8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.3.2, 8.4.4, 8.5.1

<p>4. Investigate the ethical issues arising from a health or community scenario, include the impact of policy, legislation, regulation has on it</p>	
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<p>DATE OF APPROVAL: 02/2022</p>	<p>FACULTY/OFFICE: Academic Partnerships</p>
<p>DATE OF IMPLEMENTATION: 09/2023</p>	<p>SCHOOL/PARTNER: Weymouth College</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>	<p>SEMESTER: All Year</p>

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: 2024/25
MODULE LEADER: TBA

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

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 individual's 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
- Unconscious bias

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report (LO 4)	100%
Practical	Presentation (LO 1, 2 & 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO 4)	100%
Coursework (in lieu of original assessment)	Essay (LO 1, 2, & 3)	100%

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

Updated by: Sara Tattershall Date: 11/02/2022	Approved by: Janet Westhenry Date: 11/02/2022
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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: WEYM2062	MODULE TITLE: Health & Social Policy	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE(S): 100476 Health & Social Care
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] – see Definitions of Elements and Components of Assessment			
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C1 (Coursework)	60%	T1 (Test)	40%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Health and Social Care

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

The module aims to enable students to investigate the origins of social policies and legislation and their impact on health and social care services. They will demonstrate an understanding of the significant historical and contemporary landmarks in social welfare provision whilst showing an understanding of the impact of social policies on users of health and social care services

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Outline significant historical and contemporary landmarks in social policy and legislation	8.4.1, 8.2.2, 8.4.3, 8.5.2
2. Explain how the changes in ideological approach since 1945 have impacted on contemporary social policies	8.1.4, 8.2.1, 8.3.3, 8.4.3, 8.5.2
3. Evaluate different influences on the development of social policy and legislation, including ideologies	8.1.1, 8.1.4, 8.2.3, 8.4.3, 8.5.2
4. Analyse how social policy and legislation is implemented by organisations and practitioners and its impact on service users.	8.1.1, 8.2.1, 8.2.4, 8.3.1, 8.4.1, 8.5.1

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DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Spring

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: 2024/25
MODULE LEADER: TBA

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

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 (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Test (LO 1 & 2)	100%
Coursework	Essay (LO 3 & 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Report (LO 1 & 2)	100%

Coursework	Essay (LO 3 & 4)	100%
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Olivia Curtis Date: 11/02/2022	Approved by: Jan Westhenry Date: 11/02/2022

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: WEYM2063	MODULE TITLE: Mental Health and Well-Being in Health and Social Care	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE(S): 100476 Health & Social Care
PRE-REQUISITES: No	CO-REQUISITES: None	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] – see Definitions of Elements and Components of Assessment			
C1 (Coursework)	60%	P1 (Practical)	40%

SUBJECT ASSESSMENT PANEL 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 expected to demonstrate an understanding of:

- Psychological perspectives which influence human behaviour throughout the life stages and how these apply to health and social care settings
- The impact of mental health and well-being in health and social care contexts
- Mental health conditions and their treatment(s)

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain factors that can impact on an individual’s mental health and well-being.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.3.1, 8.4.1,
2. Analyse the impact of mental health at different life stages.	8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.2, 8.5.1, 8.5.2
3. Explain mental health conditions and their impact on the individual and health and social care services	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.4.1, 8.4.4, 8.5.3
4. Evaluate the impact of treatments and management of mental health conditions by health and social care services.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.3, 8.4.4, 8.5.3

DATE OF APPROVAL: 02/2022	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2023	SCHOOL/PARTNER: Weymouth College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Spring

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: 2024/25
MODULE LEADER: TBA

NATIONAL COST CENTRE: 131
OTHER MODULE STAFF:

Summary of Module Content

- Factors of mental health and well-being in the UK
- Prevalence of mental health in the UK
- Psychological theories and concepts (including biological, environmental and social perspectives).
- Impact and management of stress for mental health and well-being
- Life Stages and mental health and well-being including stressors
- Mental health conditions including signs, symptoms, treatments
- Impact of mental health in individuals
- Impact of mental health of HSC services
- Mental Health Crisis (UK)
- Mental health support, treatments, recovery

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	30 x 1.5 hour lecturers
Tutorial Support	5	5 x 1 hour (Advice sessions for study topic)
Guided independent Learning	150	Includes preparation for written report and personal development plan (PDP)
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1, 2 & 4)	100%
Practical	Presentation (LO 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO 1, 2 & 4)	100%

Coursework (in lieu of the original assessment)	Report (LO 3)	100%
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Olivia Curtis Date: 11/02/2022	Approved by: Jan Westhenry Date: 11/02/2022