ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22

FdSc Health and Social Care

Contents

Welcome and Introduction

Welcome to the Foundation Degree in Health and Social Care delivered at the North Devon Campus at Petroc.

We are delighted that you have chosen to study at Petroc. We are sure you are going to have a great time and trust that you will benefit significantly from your decision to join this programme. 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 and complete work based learning with health and social care organisations.

All of the modules refer to the practical application of theory to professional practice. A number of modules offer the opportunity to reflect on or link to activities in the workplace. The development of graduate skills is a priority for all the teaching staff and 50 hours of placement in the workplace assists students to make links between theory and practice. Past students remark on the considerable personal development and growth that they gained through the teaching and learning they experience on the programme.

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.

Petroc is proud to have been awarded the Skills for Health Quality Mark which reflects the quality of teaching and learning within the FdSc Health and Social Care programme.

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 at: https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=3059
- Your Module Guide available at: https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=740
- Your University of Plymouth Student Handbook available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

Programme Specification

Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	Petroc
Accrediting Body:	University of Plymouth
Language of Study:	English[1]
Mode of Study:	Full and part time[2]
Final Award:	FdSc
Intermediate Award:	
Programme Title:	Health and Social Care
UCAS Code:	L513
JACS Code:	L431
Benchmarks:	Foundation Degree Qualification Benchmark (FDQB)[3]
Date of Programme Approval:	September 2008

Programme Aims

The programme will deliver:

- 1. Provide students with an opportunity to develop specific knowledge, skills and values relevant to the context of health and social care in preparation for further study, employment and lifelong learning

- 2. Enable students to develop expertise that will equip them to practise a range of strategies and practice skills, in relation to communication, self-management, teamwork and problem solving, necessary for partnership working

- 3. Enable students to develop skills required to become independent learners by promoting reflective, analytical and critical approaches

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[1] Unless otherwise approved through Plymouth University's Academic Developments Committee

[2] Full time/part time/distance learning etc.

[3] All award types should refer to QAA Subject Benchmark(s), but for Fd level or below this should be preceded by *"informed by ..."*. Fd level qualifications should also cite Foundation Degree Qualification Benchmark (FDQB)

- 4. Develop awareness and appreciation of the working practices, professional standards and values that are shared and core to both health care and social care

- 5. Encourage students to critically engage in the social, cultural, moral, legal and political issues and debates that exist across the boundaries of health and social care disciplines.

Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:[5]

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1) A critical understanding of issues and debates in health and social care.
2) A critical awareness of health and social care provisions and

Practice in the UK:

3) An awareness of professional values and standards.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1) The ability to analyse and apply health and social care theories, concepts and models, making clear links to effective and evidence-based practice and demonstrate the ability to safely contribute to care.
2) The capacity to access materials from a range of sources and critically consider the relevance and significance of the data collected.
3) Both a reflective and reflexive approach.in relation to the development of professional skills.

8.3. Key and transferable skills

On successful completion graduates should have developed:

1) The capacity to use a range of skills applicable to health and social care, such as communication skills, report writing, presentations, and skills that support ethical practice within health and social care.
2) The ability to operate effectively within a team and under own initiative in order to achieve outcomes.
3) Identify and demonstrate knowledge of a range of research techniques appropriate to Health and Social Care.

8.4. Employment related skills

On successful completion graduates should have developed:

1) The capacity to embed inclusive practice into their professional development.

2) A range of problem solving skills appropriate to specific health and social care environments.

3) The capacity to prioritise and manage their own workload.

8.5. Practical skills

On successful completion graduates should have developed:

1) The capacity to participate in evidence based debate in order to inform their academic development.
2) The ability to carry out a range of research related tasks in order to support learning and professional development.
3) The capacity to use a range of technology to support learning and professional development.

Progression

Students completing this Foundation Degree can progress on to the following courses;

BA (Hons) Professional Development (Health and Social Care) Stage 3 (PETROC)
BSc (Hons) Sociology Stage 3 (Plymouth University)

- **Programme Structure**

- The following structure diagram provides the current structure for this programme. It enables the stage of both full time and part time routes to be compared within the single diagram as well as any mixes for option modules to be clearly indicated.

FHEQ Level: Level 4 For: FdSc Health and Social Care Full Time				
FT / PT Route Year	**When in Year? (i.e. autumn, spring etc)**	**Structure as Agreed at Programme Approval**		
		Core or Option Module	**Credits**	**Module**
FT & PT: 1	All year - Autumn start	Core	20	PETR1059 Professional Skills and Development
FT & PT: 1	All year - Autumn start	Core	20	PETR1060 Policy and Society
FT & PT: 1	All year - Autumn start	Core	20	PETR1061 Health and Social Care Organisations
FT & PT: 1	All year - Autumn start	Core	20	PETR1063 Lifespan Development
FT: 1 & PT: 2	All year - Autumn start	Core	20	PETR1062 Introduction to Professional Practice
FT: 1 & PT: 2	All year - Autumn start	Core	20	PETR1064 Inclusive and Diverse Practice
FHEQ Level: Level 5 For: FdSc Health and Social Care Full Time				
F/T Route Year	**When in Year? (i.e. autumn, spring etc)**	**Structure as Agreed at Programme Approval**		
		Core or Option Module	**Credits**	**Module**
FT & PT: 2	All year - Autumn start	Core	20	PETR2071 Health Promotion
FT & PT: 2	All year - Autumn start	Core	20	PETR2072 Mental Health and Well-being
FT: 2 & PT: 3	All year - Autumn start	Core	20	PETR2069 Research Methods and Ethics in Health and Social Care
FT: 2 & PT: 3	All year - Autumn start	Core	20	PETR2070 Community based project
FT: 2 & PT: 3	All year - Autumn start	Core	20	PETR2073 Contemporary Studies in Health and Social Care
FT: 2 & PT: 3	All year - Autumn start	Core	20	PETR2074 Young persons and community

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

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and the where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Core Modules		Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills			Practical skills				Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
Level 4	PETR1059: Professional Skills and Development	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		Y	C1: component 1: 25% C1: component 2: 75%
	PETR1060: Policy and Society	√	√		√	√		√		√					√			Y	P1: 20% C1: 80%
	PETR1061: Health and social care organisations	√	√		√										√			Y	C1: component 1: 20% C1: component 2: 80%
	PETR1062: Introduction to	√	√	√	√						√		√	√				Y	C1: component 1: 40%

Module																						
Professional Practice																						C1: component 2: 60%
PETR1063: Lifespan development	√				√												√			Y		C1: component 1: 80% P1: 20%
PETR1064: Inclusive and diverse practice	√	√	√		√				√				√				√			Y		C1: 100%

Level 4 LOs

Level 5	Module																					
	PETR2069 Research Methods and Ethics in Health and Social Care	√	√	√		√	√			√		√		√	√	√		√	√	√	Y	C1: 50% P1: 50%
	PETR2070 Community based project	√	√	√		√	√	√		√	√			√		√		√	√	√	Y	C1: 50% P1: 50%
	PETR2071 Health Promotion	√	√	√		√					√			√	√			√	√		Y	C1: component 1: 40% C1: component 2: 60%
	PETR2072	√	√	√		√	√			√				√				√			Y	C1: component 1: 20% C1: component 2: 80%

	Mental Health and Well-being																						
	PETR2073 Contemporary Studies in Health and Social Care	√	√			√	√					√						√	√	√		Y	C1: 100%
	PETR2074 Young persons and community	√	√	√		√							√					√			Y	P1: 25% C1: 75%
Level 5 LOs																							
Level 6																							
Level 6 LOs																							
Confirmed Award LOs																							

Work Based/Related Learning

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

Level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
50 hour work placement within the field of Health and social care.[4]	Student can undertake work placement in any location as long as it is linked to H&SC. Student must communicate with organisation and ask for permission to undertake work placement. Recommended that work placement is undertaken during the summer at the end of level 4 [5]	PA 1, 2, 3, 4, 5	1, 2, 3, 4, 5	Portfolio + reflective essay[6]	PETR1059[7]

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[4] Insert a title and brief description

[5] i.e. where, how, when

[6] List the range of assessments most relevant

[7] Insert the module code(s) that will assess based on this activity

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: PETR1059   **MODULE TITLE:** Professional Skills and Development
CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

This module is designed to enable students to demonstrate that they have all the qualities and transferable skills necessary for appropriate academic work and in employment requiring the exercise of responsibility, decision making, and analysis; including the ability to relate their professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see <u>*Definitions of Elements and Components of Assessment*</u>					
E1 (Examination)	0%	**C1** (Coursework)	100%	**P1** (**Practical**)	0% or Pass/Fail
E2 (Clinical Examination)	0% or Pass/Fail	**A1** (Generic assessment)	Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education

Professional body minimum pass mark requirement: None

MODULE AIMS:

- To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.

- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.

- To support students in developing as autonomous learners

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. Demonstrate how relevant theoretical perspectives have informed and enhanced your practical experience	KU: 1, 2, 3, CI: 1, 2, 3 KT: 1,2,3 ER: 1, 2, 3 P:1,2,3

and/or knowledge within your subject area.	KU3, CI:3, KT 2, ER1, P1, 2, 3
2. Plan for, reflect upon, and demonstrate with evidence from own practice, the ability to work independently and in a team, using effective communication skills.	KU3, CI:3, ER 1, P 1, 2, 3
3. Evaluate your weaknesses and strengths in relation to your experiential learning. Plan for the development of skills towards your career goals. Reflect upon fulfilling your potential role within the work place/organisation	KU 1, CI 1, 2, 3, KT3, P,2,3
4. Demonstrate an ability to identify, locate, analyse, correctly acknowledge, and use information within their subject area.	

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: Autumn/Spring	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & 2

Notes:

<u>Additional Guidance for Learning Outcomes:</u>
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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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   **HECOS CODE:** 100476
MODULE LEADER: Polly Kinnear   **OTHER MODULE STAFF:** Kelly Hudson

Summary of Module Content

Through a series of tutorials, and specialist referral as necessary, students will be introduced to:

- A range of specific study skills including; referencing, academic reading, writing, reflection, critical thinking, and researching.

- Academic literacy and research conventions in their chosen field;

- The requirements of professional practice

- Informed reflection, self-evaluation and personal action planning;

- Relevant ICT competences to support academic and professional practice;

Information Literacy, including search strategies, identification and critical selection of quality scholarly information.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Lectures on study skills, academic practice and employability skills support theory covered in reflective practice, theories of learning and professional development, and subject-specific focus as required.
Workshops	15	Learning Resources and key skills workshops
Work based learning	50	All Foundation Degree Students should complete a minimum of 50 hours in a relevant professional role or setting.
Guided Independent study	95	Students should explore areas of interest and find current research publications
Tutorials	10	Subject specific or tutorial support
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Reflective Essay C2: PDP + supporting Reflective Essay	25% 75% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in Lieu or original assessment)	C1 Professional Development reflective essay	25%
	Personal Development Portfolio, with assessed academic reflective essay.	75%
		100%

Indicative Reading List

Bedford, D. and Wilson, E. (2006) *Study skills for Foundation Degrees.* London: David Fulton.

Bedford, D. and Wilson, E. (2009) *Study Skills for part-time students.* Essex. Pearson Education.

Bolton, G. (2005) *Reflective practice.* London: Sage.

Burns, T., & Sinfield, S. (2016) *Essential Study Skills: The complete guide to success at University.* 4th edn. London: Sage.

Cottrell, S. (2008) *The study skills handbook.* Basingstoke: Palgrave McMillan.

Cottrell, S. and Morris, N. (2012) *Study skills connected: using technology to support your studies.* Basingstoke: Palgrave Macmillan.

Crème, P. and Lea, M.R. (2008). *Writing at university.* 3rd edn. Maidenhead: Open University Press.

Godfrey, J. (2013) *The student phrase book: vocabulary for writing at university.* Basingstoke: Palgrave Macmillan.

Hargreaves, S. and Crabb, J. (eds.) (2016) *Study skills for students with dyslexia: support for specific learning differences (SpLDs).* 3rd edition. Los Angeles: SAGE.

Helyer, R. (2015) *The work-based learning student handbook.* 2nd edn. London: Palgrave.

Morris, N. and Cottrell, S. (2012) *Study skills connected: using technology to support your studies.* Basingstoke: Palgrave Macmillan.

Northedge, A. (2005) *The good study guide.* 2nd edn. Milton Keynes: Open University Press.

Pears, R. Shields, S. (2017) *Cite them right: the essential guide to referencing.* 9th edition. Newcastle-upon-Tyne: Pear Tree Books.

Turner, J. (2002) *How to Study: A Short Introduction.* London: Sage.

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY 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: PETR1060 **MODULE TITLE:** Policy and Society
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100476
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
This module examines the historical and contemporary range of legislation, policy, and provision within the field of health and social care. The impact of policy change will be considered in relation to its impact upon the lives of individuals living in contemporary society.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	80%	**P1** (Practical)	20%
E2 (Clinical Examination)	0% or Pass/Fail	**A1** (Generic assessment)	0% or Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement:

MODULE AIMS:
- To identify and examine a range of concepts regarding historical and contemporary health and social welfare policy and provisions, and their impact upon society.
- To explore the legal framework underpinning policy related to health and social care
- To raise awareness of the impact of changing policies and associated political perspectives on health and social care services.
- To develop understanding about range of societal factors that affect the lives of individuals and groups.

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. To identify and examine a range of concepts regarding historical and contemporary health and social welfare policy and provisions, and their impact upon society.	KU2, CI 1, 2, KT1, 3 P3
2. To explore the legal framework underpinning policy related to health and social care	KU1, 2, CI 1, 2, KT2, P1, 2
3. To raise awareness of the impact of changing policies and associated political perspectives on health and social care services.	KU1, 2, CI 1, 2, KT1, ER1, P2, 3

4. To develop understanding about range of societal factors that affect the lives of individuals and groups.	KU1, 2, CI 1, 2, KT3, ER1, P1,2

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 2021	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & 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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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   **HECOS CODE:** 100476
MODULE LEADER: Kelly Hudson   **OTHER MODULE STAFF:** Clark Denby

Summary of Module Content

Students will critically analyse a range of historical and contemporary concepts related to social policy including: social and political theory, the welfare state, legislation, and their impacts upon society. On completion of lectures, formative seminars and wider reading students will select a focus for assessment to reveal their extended understanding.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	48	Classroom based lectures and activities
Guided Independent study	140	Students should explore areas of interest and find current research publications
Assessment workshop	2	Introduce assessment and support construction of assessment
Seminars	8	Students will explore key concepts from informed positions after self-directed study.
Tutorial	2	Negotiate assessment focus
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1 Annotated Academic scroll	80%
Practical	P1 Presentation of proposed academic scroll	20%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	Academic scroll	100%

Indicative Reading List

Alcock, P. (2014) *Social Policy in Britain.* 4th edn. Basingstoke: Palgrave Macmillan.

Alcock P., May M. and Wright, S. (eds) (2012) *The Students Companion to Social Policy.* 4th edn. Malden, MA; Oxford: Wiley -Blackwell.

Baggott, R. (2015) *Understanding health policy.* 2nd edn. Bristol: Policy Press.

Barry, AM. Yuill, C. (2008) *Understanding the sociology of health.* 2nd edn. London: Sage

Brotherton, G. and Parker, S. (eds) (2008) *Your Foundation in Health and Social Care.* London: Sage.

Cairney, P. (2012) *Understanding public policy: theories and issues.* Basingstoke: Palgrave Macmillan.

Dorling, D. (2014) *Inequality and the 1%.* London: Verso.

Dwyer, P. and Shaw, S.M.I. (eds.) (2013) *An introduction to social policy.* London: Sage.

Evans, T. and Keating, F. (eds.) (2016) *Policy and social work practice.* Los Angeles: Sage.

Glasby, J. and Dickinson, H. (2014) *Partnership working in health and social care: what is integrated.* 2nd edn. Bristol: Policy Press. (Better partnership working).

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY 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: PETR1061   **MODULE TITLE:** Health and Social Care Organisations
CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
This module is an introduction to a range of organisational structures and management styles in health and social care. It will provide students with an opportunity to consider how organisational cultures, behaviour and attitudes influence the behaviour of individuals and groups at work.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	C1 (Coursework)	100%	P1 (Practical)	0% or Pass/Fail
E2 (Clinical Examination)	0% or Pass/Fail	A1 (Generic assessment)	0% Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To provide students with an understanding of the theory of how organisations manage employees, with special focus on the health and social care sector
- To enable students to examine organisational and employee behaviour from a theoretical perspective
- To enable students to analyse and explain a range of leadership styles

ASSESSED 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. Identify and explain a range of organisational structures within health and social care	KU 1, 2, CI 1, 2, KT3, ER1, P2,3
2. Critically describe a range of organisational cultures	KU 1, 2, CI 1, 2, KT 1, ER1, P2, 3
3. Demonstrate awareness of a range of theoretical approaches to human motivation	KU 1, 2, CI 1, 2, KT 1, ER1, P2,3
4. Analyse the significance of group behaviour at work	KU 1, 2, CI 1, 2, KT 1, ER1, P2, 3
5. Demonstrate an understanding of a range of approaches to management and leadership	KU 1, 2, CI 1,2 KT 1, ER1, P2.3

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & 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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2021/22   **HECOS CODE:** 100476
MODULE LEADER: Steve Berry   **OTHER MODULE STAFF:** Clark Denby

Summary of Module Content
- Organisational aims, objectives, policies
- Organisational structure and development
- Organisational culture and systems of communication
- Managing change in health and social care
- Perception, group behaviour, motivation, leadership
- Relationship of principles studied to health and 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)
Lectures	30	Classroom based lectures and activities
Seminars	9	Students should explore areas of interest and find current research publications
Tutorials	2	Introduce assessment and support construction of assessment
Guest speakers	4	Students will explore key concepts from informed positions after self-directed study.
Guided Independent study	155	Negotiate assessment focus
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective essay Essay	20% 80%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	C1: Essay	100%

Indicative Reading List
Bevan, A. (1976) *In Place of Fear*. Wakefield: EP Publishing

Brotherton, G. & Parker, S. *(2008) Your foundation in health and social care: a guide for foundation degree students.* London: Sage*.*

*Brooks, I. (2018) Organisational Behaviour. 5*th *edn. London: Pearce Education*

*Buchanan, D. & Huczynski, A. (2017) Organizational Behaviour. 9*th *edn. London: Pearce*

Flynn, N. (2012) *Public Sector Management.* 5th edn. London: Sage

Gray, I. Field, R. Brown, K.(ed) (2010) *Effective Leadership, Management and Supervision in Health and Social Care*. Poole: Learning Matters

Handy, C. (2003) *Understanding Organisations.* 4th edn Harlow: Prentice Hall

Martin, V. (2003) *Leading Change in Health and Social Care*. London: Routledge (eBook)

Martin, V. Charlesworth, J. Henderson, E. (2010) *Managing in Health & Social Care* 2nd edn. London: Routledge (eBook)

Mullins, L. (2003) *Management and Organisational Behaviour.* 6th edn. Harlow: Prentice Hall

Seden, J. (ed.) (2003) *Managing Care in Practice.* London: Routledge

Sutherland, J. (1997) *Organisation Structures & Processes. London: Pitman Publishing*

Thane, P. (1996) *The Foundations of the Welfare state.* 2nd edn. Harlow: Longman

Thomas, A. (2003) *Leading and Inspiring Teams: care management series.* Oxford: Heinemann

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Clark Denby	**Approved by:** L Ellis 12th January 2021

PLYMOUTH UNIVERSITY 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: PETR1062   **MODULE TITLE:** Introduction to Professional Practice
CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
Incorporating key principles of practice for professionals in the health and social care sector, this module will give students the opportunity to develop both personal and inter-personal skills and to explore their emergent professional identity as well as relevant professional codes of practice and the values that underpin them.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	100%	**P1** (Practical)	0% or Pass/Fail
E2 (Clinical Examination)	0% or Pass/Fail	**A1** (Generic assessment)	0% Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To explore ethics and values of professionals working in health and social care
- To demonstrate an understanding of codes of practice relating to vocational work in the health and social care sector
- To demonstrate the importance of personal and professional values
- To gain an understanding of the personal and professional skills required to work in health and social care

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. Demonstrate knowledge and personal awareness of ethics and core values relevant to working in health and social care	KU1, 2, 3, CI 1,2,3 KT 1, ER1, P 2, 3
2. Identify the principles and values that underpin relevant codes of practice	KU 2, 3 CI 1, 2, KT 1, 2, P2,3
3. Demonstrate understanding of the skills required of professionals working in health and social care	KU 2, CI 1, 3 KT 1, ER 3 P1, 3

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 2021	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & 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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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   **HECOS CODE:** 100476
MODULE LEADER: Kelly Hudson   **OTHER MODULE STAFF:** Polly Kinnear

Summary of Module Content

- Effective communication and practical communication skills
- Professional sharing of information and working in teams
- Confidentiality, data protection and security of information
- Promoting rights, choices and respect for individuals
- Ethics related to working in health and social care
- Professional codes of practice such as those from the General Social Care Council and the Nursing and Midwifery Council

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Classroom based lectures and activities
Seminars	9	Students should explore areas of interest and find current research publications
Tutorials	2	Introduce assessment and support construction of assessment
Guided Independent study	159	Negotiate assessment focus
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Essay C2: Case study	40% 60% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	C1: Essay	100%

Indicative Reading list

Banks, S. (2006) *Ethics and values in social work.* 3rd edn. Basingstoke: Palgrave Macmillan

Bolton, G. (2010) *Reflective practice: writing and professional development.* 3rd edn. Los Angeles, [Calif.]: SAGE.

Dawes, M. Davies, PT. Gray, A. Mant, J. Seers, K. Snowball, R. (2005) *Evidence based practice: a primer for health care professionals.* 2nd edn. London: Elsevier

Dewing, J., McCormack, B. and Titchen, A. (2014) Practice development workbook for nursing, health and social care teams. Chichester: John Wiley & Sons Inc.

Evans, T. and Keating, F. (eds.) (2016) Policy and social work practice. Los Angeles: Sage.

Ghaye, T. Gillespie, D. Lilleyman, S. (2000) *Empowerment through reflection: the narratives of healthcare professionals.* Wiltshire: Quay books

Gray, A.M. and Birrell, D. (2013) *Transforming adult social care: contemporary policy and practice.* Bristol: Policy

Johns, R. (2017) *Using the law in social work.* Seventh edition. Los Angeles: Learning Matters. (Transforming social work practice).

Moss, B. (2008) *Communication Skills for Health and Social Care.* London: Sage

Payne, M. (2000) *Teamwork in Multi Professional Care.* Basingstoke: Macmillan

Seedhouse, D. (2017) *Thoughtful health care; ethical awareness and reflective practice.* Los Angeles: SAGE.

Stepney, P. Ford, D. (2000) *Social work models, methods and theories: a framework for practice.* Lyme Regis: Russell House Publishing

Sullivan, H. Skelcher, C. (2002) *Working Across Boundaries: Collaboration in Public Services.* Basingstoke: Palgrave Macmillan

Thompson, N. (2012) *Anti-discriminatory practice: equality, diversity and social justice.* 5th edn. Basingstoke: Palgrave Macmillan.

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY 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: PETR1063　　**MODULE TITLE:** Lifespan Development
CREDITS: 20　　**FHEQ LEVEL:** 4　　　　　　**HECOS CODE:** 100476
PRE-REQUISITES: None　　**CO-REQUISITES:** None　　**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
An introduction to the physical and psychological theories related to human growth and development. This module will include the study of all life stages and the socio-economic factors which may also affect lifespan growth and development across a range of demographics.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	80%	**P1 (**Practical**)**	20%
E2 (Clinical Examination)	0% or Pass/Fail	**A1** (Generic assessment)	0% Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To enable understanding of the physical stages of human development
- To raise awareness of the psychological theories related to human development
- To identify socio-economic factors which may influence human growth and development

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. Describe in detail the main stages of physical growth and development throughout the human life cycle	KU 1, CI 1, 2, ER1, P 3
2. Demonstrate knowledge and understanding of the psychological theories which relate to human growth and development	KU 1, CI 1, 2, ER1, P 3
3. Demonstrate knowledge of socio-economic and technological factors which may affect human growth and development	KU 1, CI 1, 2, ER1, P 3

DATE OF APPROVAL: 25/04/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION:09/2021	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22   **HECOS CODE:** 100476
MODULE LEADER: Steve Berry   **OTHER MODULE STAFF:** Clark Denby

Summary of Module Content

- Human physical growth and development
- Development throughout all life stages
- Psychological theories related to human development
- Social factors which affect individuals
- The impact of life chances and significant life events on the development of individuals
- Genetic influences on individual development
- Nature nurture debate
- Human and technological nexus across the lifespan

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Classroom based lectures and activities
Seminars	9	Students should explore areas of interest and find current research publications
Workshops	2	Introduce assessment and support construction of assessment
Tutorials	2	Negotiate assessment focus
Guided Independent study	157	Students will explore key concepts from informed positions after self-directed study.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1 Life story biography/scrapbook	80%
Practical	P1 Presentation	20%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	C1: Annotated scrapbook	100% % 100%
Coursework	C1: Annotated scrapbook	100%

Indicative Reading list

Basiro D. (2001) *Birth to Old Age Revised* 2nd edn. Buckingham: Open University Press

Beckett, C. and Taylor, H. (2016) *Human growth and development.* 3rd edn. Los Angeles: SAGE

Bee, H. Boyd, D. (2005) *Lifespan Development* 4th edn. Massachusetts: Allyn and Bacon

Berk, L. (2010) *Development through the lifespan.* 5th edn. Boston, MA: Pearson Education

Boyd, D.R. and Bee, H.L. (2015) *Lifespan development.* 7th edn. Boston: Pearson

Geher, G. (2016) *Evolutionary psychology 101.* [Enhanced Credo edition] New York [New York]; Boston, Massachusetts: Springer Publishing Company

Hunt, S. (2005) *The Life Course: a sociological introduction* Basingstoke: Palgrave Macmillan

Levinson, D. (1991) *The seasons of a man's life.* New York: Ballantine

Russell J. (2005) *Introduction to Psychology for Health Carers,* Oxford: Nelson Thornes

Sugarman, L. (2001) *Life-span Development: frameworks, accounts and strategies* 2nd edn. Hove: Psychology Press

Taylor, H. and Beckett, C. (2010) *Human growth and development.* 2nd edn. London: SAGE

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Clark Denby	**Approved by**: L Ellis 12th January 2021

PLYMOUTH UNIVERSITY 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: PETR1064   **MODULE TITLE:** Inclusive and Diverse Practice
CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
The module provides students with an opportunity to critically examine ideas relating to social inequalities, equality, difference, and equal opportunities for individuals and groups in society, whilst considering their own position as professionals and how this influences practice

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	100%	**P1 (**Practical**)**	0%
E2 (Clinical Examination)	0% or Pass/Fail	**A1** (Generic assessment)	0% Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: None

MODULE AIMS:
In this module, topics concerning wider concepts of inclusion, equality and diversity are considered in terms of their relevance to professional practice and personal development. The module provides students with an opportunity to critically examine ideas relating to equality, difference, and equal opportunities for individuals and groups in society, whilst considering their own position as professionals.

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. Demonstrate knowledge of the theories and concepts of equality, diversity and inclusion.	KU1, 2, CI 1,2 KT1 P2,3
2. Analyse a range of relevant legislation and policies.	KU1, 2 CI 1,2
3. Demonstrate awareness and understanding of anti-oppressive and anti-discriminatory practice in the context of their own professional development.	KU1, 2, 3 CI1,3 ER 2, P2,3

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & 2

Notes:

<u>Additional Guidance for Learning Outcomes:</u>
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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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   **HECOS CODE:** 100476
MODULE LEADER: Kelly Hudson   **OTHER MODULE STAFF:** Hannah O' Donnell

Summary of Module Content

- Legislation relating to equal opportunities and discrimination
- Legislation relating to human rights and equality of access to services
- The rights of individuals using public services
- Valuing diversity and multi-cultural approaches
- Exploration of the concept of power in practice
- Principles of good practice: anti-discriminatory and anti-oppressive practice

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	50	Classroom based lectures
Seminars	6	
Guided Independent study	140	Students should explore areas of interest and find current research publications
Tutorial	4	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1 Essay	0% 100% 100%
Practical	P1: Presentation	0%

REFERRAL ASSESSMENT

Element Category	Component Name		Component Weighting
Coursework (in lieu of the original assessment)	C1		100% % 100%

Recommended Texts and Sources:

Acred, C. (ed.) (2016) *Gender equality?* Cambridge: Independence.

Back, L. and Solomos, J. (ed) (2000) Theories of race and racism: a reader London: Routledge

Barnes, C. and Mercer, G. (2004) Implementing the social model of disability: theory and research. Leeds: Disability Press.

Barnes, C. and Mercer, G. (2003) Disability. Cambridge: Polity Press.

British Association of Social Workers and Thompson, N. (2012) *Anti-discriminatory practice: equality, diversity and social justice.* 5th edn. Basingstoke: Palgrave Macmillan. (Practical social work series).

Callinicos, A. (2000) *Equality.* Cambridge: Polity Press in association with Blackwell Publishing Ltd. (Themes for the 21st century).

Capezuti, L. et al. (2014) *The encyclopaedia of elder care: the comprehensive resource on geriatric health and social care.* Third edition. New York [New York]; Boston, Massachusetts: Springer Publishing Company, LLC; Credo Reference

Clements, P. and Spinks, T. (2006) *The equal opportunities handbook: how to deal with everyday issues of unfairness.* 4th edn. London: Kogan Page

Daniels, K. and Macdonald, L. (2005) *Equality, diversity and discrimination: a student text.* London: Chartered Institute of Personnel and Development.

Devarakonda, C. (2013) *Diversity & inclusion in early childhood: an introduction.* London: SAGE.

Dorling, D. (2015) *Injustice; Why Social Inequality Still Persists.* 2nd edn. Bristol: Policy Press.

Hutton, W. (2011) *Them and us: changing Britain - why we need a fair society.* [New] edn. London: Abacus.

Kristiansen. K, Vehmas, S. and Shakespeare, T. (2009) Arguing about disability: philosophical perspectives London; New York: Routledge,

Kumra, S., Vickers, L. and Manfredi, S. (2012) *Managing equality and diversity: theory and practice.* Oxford: Oxford University Press.

Peer, L. and Reid, G. (eds.) (2016) *Special educational needs: a guide for inclusive practice.* 2nd edn. Los Angeles: SAGE.

Stout, B. (2010) *Equality and diversity in policing.* Exeter: Learning Matters. (Policing matters).

Thompson, N. (2012) *Anti-discriminatory practice: equality, diversity and social justice.* 5th edn. Basingstoke: Palgrave Macmillan.

Williams, P. and Nzira, V. (2009) *Anti oppressive practice in health and social care.* London: SAGE Publications.

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY 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: PETR2069   **MODULE TITLE:** Research Methods and Ethics
CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
Students will become aware of some of the ethical issues in research with people, particularly with public and vulnerable groups, whilst critically evaluating methodology and existing research. Participative research methods and the wider subject of participant's rights in, and contribution to, research will be explored.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	50%	**P1** (Practical)	50%
E2 (Clinical Examination)	0% or Pass/Fail	**A1** (Generic assessment)	0% Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To provide a sound knowledge base of ethics and methodology for small scale research projects
- To enable students to evaluate and critique existing research, and apply that knowledge to their own plans for potential research projects

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. Demonstrate a critical understanding of the ethical issues and protocol relating to research with people (LO1)	KU1,3 CI 2, KT1,3, ER1,3, P2
2. Present a research proposal suitable for a small-scale research project (LO2)	KU1 C1 2, KT 1,3 ER 1,2, P1,2 3
3. Identify and critically appraise two comparative pieces of relevant research, demonstrating understanding of approaches to research methodology; and suggest how the research may be usefully extended (LO3).	KU1 2, CI 1, 2 KT3 P2, 3

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	**SCHOOL/PARTNER:** Petroc

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & 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/publications/information-and-guidance/publication/?PubID=2718#.VW2lNtJVikp
- Subject benchmark statements
  Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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: Clark Denby

HECOS CODE: 100476
OTHER MODULE STAFF: Elisha Nicholls

Summary of Module Content

- Types of research: statistical analysis, action research, ethnography, case study
- Ethics in research
- Data collection and interpretation
- Analysis and report writing
- Primary and secondary data
- Appreciation of sensitive environments and information
- Qualitative and quantitative data

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	40	Classroom based lectures
Seminars	14	Online and group seminars, peer creation of forum
Guided Independent study	140	Students should explore areas of interest and find current research publications
Tutorial	6	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Critical evaluation of research	50%
		100%
Practical	P1: Presentation of a proposal for a small scale project	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	C1: Research Proposal	100%
		100%

Indicative Reading List

Babbie, E. (2006) *The Practice of Social Research.* 11th edn.   Belmont: Wadsworth Press.

Bell, J. (2005) *Doing your research project.* 4th edn. London: Sage.

Bryman, A. (2015) Social Research Methods.5th edn. Oxford: OUP.

Clark, A. & Moss, P. (2001) *Listening to children: the mosaic approach*, London: National Children's Bureau.

Christensen, P. and James, A. (2008) *Research with children. Perspectives and practice.* Abingdon: Routledge.

Cohen, L., Manion, L. & Morrison, K. (2007) Research Methods in Education. 6th edn. Oxon: Taylor and Francis.

Coleyshaw, L. (2012) Listening to Children's Perspectives: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183412/DfE-RR239b_report.pdf

Flick, U. (2011) *Introducing Research methodology: A Beginners Guide to Doing a research project.* London: Sage (or later/earlier editions)

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY 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: PETR2070   **MODULE TITLE:** Community Based Project
CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
Student engagement under supervision in the design, delivery and review of a community based project that is collaborative in its approach. The students will utilise professional practice skills and knowledge in order to achieve specified aims and objectives within an ethical framework.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see [Definitions of Elements and Components of Assessment]					
E1 (Examination)	0%	**C1** (Coursework)	50%	**P1 (**Practical**)**	50%
E2 (Clinical Examination)	0% or Pass/Fail	**A1** (Generic assessment)	0% Pass/Fail		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To enable learners to work as both individuals and within a team to plan, deliver and review under supervision, a community based project within the field of health and social care.
- To enable learners to critically reflect upon their learning within a community-based project.

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. To demonstrate evidence of effective planning and delivery of relevant activities within a community-based project (LO1)	KU1,2,3 CI 1, 2, KT1, 2, ER1,2,3 P1,2,3
2. Demonstrate knowledge and skills working as part of a team and as an individual in order to meet the requirements of specific agreed collaborative aims and objectives. (LO2)	KU1,2,3 CI 1,2,3 KT 1,2, ER1,2,3, P1, 3
3. Through the process of reflection, critically evaluate significant learning experiences and make future recommendations for practice development. (LO3)	KU1, 2,3 CI 1, 3 KT1, ER1, 2, 3 P3

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & 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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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   **HECOS CODE:** 100476
MODULE LEADER: Clark Denby   **OTHER MODULE STAFF:** Kelly Hudson

Summary of Module Content

Through the planning, delivery and review of a community-based project learners will develop an understanding of specific applied themes such as: project planning, collaborative working, teamwork, choice, negotiation, reviewing, and self-reflection.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	26	Classroom lectures
Seminars, forum discussion and activities	30	Supported via Moodle and student-led activities concerning planning project
Guided Independent study	100	Independent planning and weekly review of project delivery and development
Practical	44	Community project planning and delivery
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Reflective account	50%
Practical	P1: Academic discussion	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework (in lieu of the original assessment)	C1: community-based practice portfolio	% % 100%

Recommended Texts and Sources:

AXELOS Limited. (2017) *Managing successful projects with PRINCE2.* 2017 edition. London: TSO.

Barry, AM. Yuill, C. (2008) *Understanding the sociology of health.* 2nd edn. London: Sage
Berkun, S. (2008) *Making things happen: Mastering project management.* Revised edn. Sebastopol, CA: O'Reilly Media.

Dawes, M. Davies, PT. Gray, A. Mant, J. Seers, K. Snowball, R. (2005) *Evidence based practice: a primer for health care professionals.* 2nd edn. London: Elsevier

Ghaye, T. Gillespie, D. Lilleyman, S. (2000) *Empowerment through reflection: the narratives of healthcare professionals.* Wiltshire: Quay books

Gray, I. Field, R. Brown, K.(ed) (2010) *Effective Leadership, Management and Supervision in Health and Social Care.* Poole: Learning Matters

Martin, V. (2003) *Leading Change in Health and Social Care.* London: Routledge (eBooks)

Martin, V. Charlesworth, J. Henderson, E. (2010) *Managing in Health & Social Care* 2nd edn. London: Routledge (eBooks)

Moss, B. (2008) *Communication Skills for Health and Social Care.* London: Sage

Payne, M. (2000) *Teamwork in Multi Professional Care.* Basingstoke: Macmillan

Penhale, B. Parker, J. Philpot, T. (2008) *Working with Vulnerable Adults. Abingdon*: Routledge in association with Community Care.

Schmidt, T. (2009) *Strategic project management made simple; practical tools for leaders and teams.* Hoboken, N.J.: Wiley.

Seden, J. (ed.) (2003) *Managing Care in Practice.* London: Routledge

Sullivan, H. Skelcher, C. (2002) *Working Across Boundaries: Collaboration in Public Services.* Basingstoke: Palgrave Macmillan

Sutherland, J. (1997) *Organisation Structures & Processes.* London: Pitman Publishing

Thomas, A. (2003) *Leading and Inspiring Teams: care management series.* Oxford: Heinemann

Thompson, N. (2006) *Anti-discriminatory Practice.* 4th edn. Basingstoke: Palgrave Macmillan

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

Updated by: Clark Denby	**Approved by**: L Ellis 12th January 2021

PLYMOUTH UNIVERSITY 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: PETR2071 **MODULE TITLE:** Health Promotion
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100476
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
This module introduces a range of concepts and models within health promotion. A focus will be placed upon the critical evaluation of the effectiveness of specific contemporary health promotion provision and campaigns. Students will be involved in the development and production of a community health promotion campaign related to a specific area of health.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – *see Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	100%	**P1 (**Practical**)**	0%
E2 (Clinical Examination)	0%	**A1** (Generic assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To enable an understanding of a range of concepts and models within health promotion.
- To develop a critical insight into specific contemporary health promotion provision
- To develop a critical insight into a range of specific contemporary health promotion campaigns
- To enable learners to produce a range of health promotion materials that support a specific area of health.

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. Demonstrate knowledge of a range of concepts and models within health promotion	KU1, 2, CI 1, 2, KT1, 3 P3
2. Critically evaluate the success of a range of current provision within health promotion.	KU1, 2, CI 1, 2, KT1, 3 P3
3. Produce and justify a range of health promotion materials that support a specific health concern.	KU1,2,3 CI1,2,3 KT1,2,3 ER1,2,3 P1,2,3
DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 09/2021	**SCHOOL/PARTNER: Petroc**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & 2**

Notes:

<u>Additional Guidance for Learning Outcomes:</u>
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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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   **NATIONAL COST CENTRE:** 132
MODULE LEADER: Kelly Hudson   **OTHER MODULE STAFF:** Clark Denby

Summary of Module Content

Through a series of lectures and seminars, students will evaluate some key concepts and models within health promotion. Case studies and seminar discussion with peers will offer opportunities for learners to discuss the success of a range of health promotion campaigns. Workshops will enable learners to develop their own campaign materials.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	40	Classroom based lectures and activities
Guided Independent study	134	Students should explore areas of interest and find current research publications
Seminars	8	Students will explore case studies from informed positions after self-directed study.
Workshop	12	Campaign development
Tutorial	6	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Essay C2: Justified campaign	40% 60% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	C1 Health promotion campaign materials inclusive of supporting rationale	100%

Indicative reading list

Albery, I. and Munafò, M. (2012) *Key concepts in health psychology.* Los Angeles, Calif.; (Boston, Mass.: SAGE; Credo Reference. [E-book]

Baggott, R. (2011) *Public health: policy and politics.* 2nd edn. Basingstoke: Palgrave Macmillan.

Bradshaw, T. and Mairs, H. (eds.) (2017) *Health promotion & wellbeing in people with mental health problems.* Los Angeles: SAGE.

Corcoran, N. (ed.) (2013) *Communicating health: strategies for health promotion.* 2nd edition London: Sage.

Cribb, A. and Duncan, P. (2002) *Health promotion and professional ethics.* Oxford: Blackwell Science. [E-book]

Dines, A. and Cribb, A. (eds.) (1993) *Health promotion: Concepts and practice.* London: Blackwell Science Ltd.

Green, J. Woodall, J. Cross, R. and Tones, K. (2015) *Health promotion: planning & strategies.* 3rd edn. London: SAGE Publications.

Laverack, G. (2014) *The pocket guide to health promotion.* Maidenhead: Open University Press. [E-book]

Naidoo, J. and Wills, J. (2016) *Foundations for health promotion.* 4th edn. [London]: Elsevier

Nutland, W. and Cragg, L. (2015) *Health promotion practice.* Second edition. Maidenhead: Open University Press. (Understanding public health).

Simnett, I. and Ewles, L. (2003) *Promoting health: A practical guide.* 5th edn. Edinburgh: Bailliere Tindall.

Tones, K. (ed.) and Green, J. (2010) *Health promotion: planning and strategies.* 2nd edn. Los Angeles, CA: SAGE.

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY 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: PETR2072   **MODULE TITLE:** Mental Health and Wellbeing
CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
This module is designed to introduce students to a range of specific contemporary issues related to mental health and wellbeing concerns and factors. Students will discuss a range of key legislation, guidance, policies, and provision, as well as considering a number of specific mental health conditions and associated wellbeing factors. These issues will be contextualised through discussion centred upon specific lived experiences within twenty first century Britain.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	100%	**P1 (**Practical**)**	0%
E2 (Clinical Examination)	0%	**A1** (Generic assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To introduce a range of legislation, policy, and provision concerning mental health.
- To enable students to consider a range of specific mental health conditions and wellbeing factors that affect individuals within contemporary society.

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. Demonstrate knowledge of a range of legislation, policy, and provision related to a named mental health condition and associated wellbeing factors.	KU1, 2 CI 1,2 KT3, P2,3
2. Evaluate the specific provision available for a named mental health condition.	KU1 2, CI 1, 2 P3
3. Demonstrate a critical awareness of a range of wellbeing concerns.	KU1,2,3, CI1,2,3 KT1 ER1, P1,2

DATE OF APPROVAL: 25/04/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

<u>Additional Guidance for Learning Outcomes:</u>
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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22
MODULE LEADER: Polly Kinnear   **OTHER MODULE STAFF:** Hannah O' Donnell

Summary of Module Content

Through a series of lectures students will explore a range of legislation, policy, and provision related to major diagnoses, named mental health conditions and wellbeing concerns. Within lectures, seminars, workshops and tutorials students will discuss a range of named conditions and concerns.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	40	
Seminars	8	Student/peer discussion and review of learning
Workshops	4	Assessment focus and distillation
Guided Independent study	144	Development of assessment
Tutorials	4	Assessment tutorials
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: case study proposal C2: Essay (case study response)	20% 80% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		0%
Coursework (in lieu of the original assessment)	C1: Essay response to case study	100%

Indicative Reading List:

Acred, C. (ed.) (2014) *Self-harm and suicide: volume 258.* Cambridge: Independence

Acred, C. (ed.) (2014) *Understanding depression.* Cambridge: Independence. (Issues, 265).

Barber P., Brown R., Martin D. (2016) *Mental Health Law in England and Wales (Mental Health in Practice Series) 3rd edn.* Learning Matters

Cai, A. and Robst, J. (2016) The Relationship Between Race/Ethnicity and the Perceived Experience of Mental Health Care. *American Journal of Orthopsychiatry, 2016, Vol.86(5), pp.508-518*

Bradshaw, T. and Mairs, H. (eds.) (2017) *Health promotion & wellbeing in people with mental health problems.* Los Angeles: SAGE.

Coveney, H (2014) *Sectioned: My experiences while detained under the mental health act.* CreateSpace Independent Publishing Platform

Fernando, S. (2010) *Mental health, race and culture.* 3rd edn. Basingstoke: Palgrave Macmillan.

Health Research Authority - https://www.hra.nhs.uk/

Kring, A, Davison, GC, Neale, JM & Johnson, S (2012*). Abnormal psychology 12th Ed.* Hoboken, NJ: John Wiley and Sons

Mental Health Prevention – journal accessed by Primo

Reynolds, J., Muston R and Heller, T. (ed.) (2009) *Mental health still matters.* Basingstoke: Palgrave.

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY MODULE RECORD

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

MODULE CODE: PETR2073   **MODULE TITLE:** Contemporary Studies in Health and Social Care
CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:** 100476
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
This module will encourage students to develop critical awareness of topical issues within the health and social care sector, providing an opportunity for the individual study and critical analysis of one topic in depth. Areas of focus will include disability, health promotion, public health, older people, children in need, mental health, and criminal justice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see [Definitions of Elements and Components of Assessment](#)						
E1 (Examination)	0%	**C1** (Coursework)	100%	**P1 (**Practical**)**	0%
E2 (Clinical Examination)	0%	**A1** (Generic assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To enable students to identify and critically examine current discourse in the field of health and social care
- To facilitate debate of contemporary issues relating to health and social care
- To raise critical awareness of the impact of current issues on health and social care services and practice

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. demonstrate critical evaluation of current topics and debates relating to one area of health and social care	KU1,2 CI1,2 KT3 ER3 P2,3
2. demonstrate a critical analysis of the potential impact of emerging issues	KU1,2 CI1,2 KT3 ER2,3 P2, 3
3. make use of a wide range of reference materials in order to support their academic writing	KU1, CI1,2 KT3 ER1 P2, 3

DATE OF APPROVAL: 25/04/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	SCHOOL/PARTNER: Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22   **NATIONAL COST CENTRE:** 132
MODULE LEADER: Elisha Nicholls   **OTHER MODULE STAFF:** Kelly Hudson

Summary of Module Content

The emphasis in this module is on exploring issues that emerge from government policy, the media, relevant research etc. and so will rely on topical issues and current events related to the field of health and social care. It will include

- Current discourse relating to issues reported in the media
- Exploration of professional opinions and research within health and social care
- Areas of potential study within the scheme of work include disability, health promotion, public health, older people, and children in need, criminal justice, ageing, and dementia. Students can negotiate and choose their assessment focus within supervision.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	40	Classroom lectures
Seminars and discussion	10	Presentation of ideas, reading and findings around an area of policy and provision
Guided Independent study	140	Students should explore areas of interest and find current research publications
Tutorial	10	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Literature Review	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Essay	100%

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Recommended Texts and Sources:

Abercrombie, N. and Warde, A. (eds.) (2001) *The contemporary British society reader.* Cambridge: Polity.

Aveyard, H. (2010) *Doing a literature review in health and social care a practical guide. 2nd ed.* Maidenhead: Open University Press. (Available as an e-book via Primo)

Barry, A. and Yuill, C. (2012) *Understanding the sociology of health.* 3rd edn. Los Angeles, CA: SAGE.

Booth, A., Sutton, A. and Papaioannou, D. (2016) *Systematic approaches to a successful literature review.* 2nd edn. Los Angeles: SAGE.

Coughlan, M. and Cronin, P. (2017) *Doing a literature review in nursing, health and social care.* Second edition. Los Angeles: SAGE.

Gray, A.M. and Birrell, D. (2013) *Transforming adult social care: contemporary policy and practice.* Bristol: Policy.

Green, S. (2000) *Research methods in health, social and early years care.* Cheltenham: Nelson Thornes.

Roberts-Holmes, G. (2005) *Doing your early years research project*. London: Paul Chapman Publishing.

Elmes, D. G. Kantowitz, B. H. Roediger, H. l. (2003) *Research methods in psychology.* Belmont USA: Thomson Wadsworth.

Flick, U. (2011) *Introducing research methodology,* London: Sage

Merten, D.M. (1998) *Research methods in education & psychology.* London: Sage Publishing Ltd.

Ridley, D. (2013) *The literature review: a step-by-step guide for students.* 2nd edition. Los Angeles: SAGE. (SAGE study skills).

Introduction to writing a literature review:

http://www2.plymouth.ac.uk/millbrook/rsources/litrev/lrabstract.htm

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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Megan Kavanagh	**Approved by**: Stacey Tanton

PLYMOUTH UNIVERSITY 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: PETR2074 **MODULE TITLE:** Young Persons and Community
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100476
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:
The module introduces key themes concerning the relationships between young persons and the community within contemporary society. The module will place a focus on a range of key areas that affect the lives of young persons, such as: education, employment, identity, deviance, leisure, childhood, family, cultural identity, ethnicity, class, virtual identities, digital technology, and socio-economic status.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)	0%	**C1** (Coursework)	75%	**P1 (**Practical**)**	25%
E2 (Clinical Examination)	0%	**A1** (Generic assessment)	0%		
T1 (Test)	0%				

SUBJECT ASSESSMENT PANEL to which module should be linked:
Business, Health and Education
Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- To identify a range of specific contemporary issues that affect the lives of young persons in society.
- To explore the dynamic relationship between young persons and their community environment.
- To enable an understanding of young persons' perspectives concerning a range of contemporary issues related to their community.

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**
• Critically analyse a range of specific contemporary issues that affect the lives of young persons in society (LO1)	KU1,2 CI1,2 KT1 ER2 P2,3
• To critically analyse a range of community health and social care provision that support young persons. (LO2)	KU1,2 CI1,2 KT1 ER2 P1,2
• To identify and justify potential future developments to community health and social care provision aimed at supporting young persons. (LO3)	KU1,2,3 CI1,2,3 KT1, ER2, P1,2

DATE OF APPROVAL: 25/04/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2021	**SCHOOL/PARTNER:** Petroc
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** 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/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements Subject Benchmark Statement: Health Studies (qaa.ac.uk) Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code Quality Code (qaa.ac.uk)

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   **HECOS CODE:** 100476
MODULE LEADER: Steve Berry   **OTHER MODULE STAFF:** Kelly Hudson

Summary of Module Content
Students will explore a range of factors that affect the lives of young persons living within contemporary communities. A range of key health and social care provisions will be considered through critical engagement within seminars and tutorials.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	50	This will include lectures, student tasks, and participation in online forums.
Workshops and supervision	7	Guided workshops to prepare academic posters or presentations, peer study and guided research workshops.
Guided Independent study	140	Students should explore areas of interest and find current research publications
Guest speakers	3	Focusing upon community providers
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	C1: Essay: provision and future developments	75%
Practical	P1: seminar: critically analyse issues affecting young persons	25%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework (in lieu of the original assessment)	C1: Essay	
		100%

Recommended Texts and Sources:

Alcock, P. and May, M. (2014) *Social policy in Britain.* 4th edn. Basingstoke, Hampshire: Palgrave Macmillan.

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Journals
Journal of Children and Media
Journal of Youth Studies
Vulnerable Children and Youth Studies
Youth Policy

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