

**PETROC**



**UNIVERSITY OF  
PLYMOUTH**

**ACADEMIC PARTNERSHIPS  
PROGRAMME QUALITY  
HANDBOOK  
2023-24**

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**FdSc Assistant Practitioner:  
Health and Social Care**

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## Welcome and Introduction

Welcome to FdSc Assistant Practitioner: Health and Social Care programme delivered at the North Devon Campus by Petroc College of Further and Higher Education.

The rapidly changing nature of health and social care service provision within the UK demands a highly skilled, integrated multidisciplinary workforce which is flexible adaptable and proactive in the way in which it provides compassionate and high quality care. Changing demographics and social dynamics along with an orientation towards care closer to home and place based models of care requires an increase in knowledgeable, caring and multi skilled support workers who can work in integrated health and social care environments where the range of medical conditions and multiple morbidities are complex and wide ranging.

The Assistant Practitioner: Health and Social Care foundation degree provides a sound and critical understanding of health and social care policy, theory and practice, and will provide the learner with the underpinning Core Assistant Practitioner Standards required by Skills for Health and which are needed for effective practice in a diverse, multidisciplinary 21<sup>st</sup> Century integrated healthcare environment.

Core concepts surrounding health and wellbeing will be critically explored in light of increasing levels of obesity and the subsequent rise in morbidity levels associated with conditions such as coronary heart disease, diabetes, stroke and dementia.

The values of the NHS Constitution are embedded in our programme of study, where patients come first and the respect and dignity of all patients is protected by the application of compassionate, person-centered, highly skilled practitioner based multidisciplinary care.

The Assistant Practitioner: Health and Social Care foundation degree will enable learners who do not want to move out of the North Devon area to become fully qualified Assistant Practitioners. The programme of study is designed to enable individuals to support the work of registered health and social care professionals with a level of knowledge and skill beyond that of the traditional band 2 and 3 support worker or healthcare assistant roles and qualify students to band 4 level.

It is both a theoretical and competency based course of study and from the very beginning of the course learners will be working alongside a wide range of other learners and professional practitioners who will have different backgrounds both in terms of education and aspirations thus providing opportunities to develop collegiate relationships which will broaden their appreciation of the wide range of vocational opportunities within health and social care. Opportunities exist for learners local to the North Devon area to work with a selection of different healthcare professionals in multidisciplinary environments to establish outcomes linked to core standard.

At other times learners will share ideas and connections with their fellow learners thus developing a form of professional collegiality within a university environment which is highly relevant to the increasingly integrated and multidisciplinary healthcare economy of our region.

An additional distinctive feature of this programme of study is the way in which learners will be able to develop their professional practice and local healthcare expertise and therefore contribute to the economy of North Devon. The employability level of each learner will be enhanced by obtaining this degree. In a sector which is experiencing considerable change, and where local employers within health and social care need a highly versatile and critically aware workforce who can adapt and work effectively with a range of multi-skilled practitioners, learners on this programme of study will be highly qualified and greatly valued. The nurturing of a well-educated band 4 healthcare support workforce with economic and compassionate expectations contributes hugely to the potential of the area.

Ultimately, learners will leave with a developed and reflexive sense of practice and a professional qualification that will sustain them in a variety of health and social care roles for the rest of their career. Due to the nature of the programme, either two days full time or one day part time, learners will be able to integrate learning with the rest of their life, balancing their studies with work, home and leisure time. This is a real strength of the degree, the amount of control it gives each individual learner to be able to consider all of the demands of their life and then structure their time effectively in order to be able to meet these demands.

Petroc and Northern Devon Healthcare NHS Trust have signed a formal Memorandum of Understanding (MoU) surrounding the way in which the two organisations work together in a spirit of cooperation and collaboration. As part of the MoU the development of the FdSc Assistant Practitioner: Health and Social Care is fundamental to ensure the sustainability of Northern Devon Healthcare NHS Trust's future workforce needs. A core aspect of the foundation degree programme is the need to produce fully qualified Assistant Practitioners who can be directly employed by the trust in order to procure an assistant practitioner workforce which is work ready and who are able to be assimilated into future integrated and multi-disciplinary teams which work across both acute and community based health and social care settings.

Therefore, the FdSc Assistant Practitioner: Health and Social Care programme will have employability at the very core of its existence, be work based, employer led and have the Skills for Health six Core Standards for Assistant Practitioners embedded throughout. Students who enrol onto the programme will either be directly employed by the trust as trainee assistant practitioners (TAPs) or (if not employed via the trust) will have at the end of their programme of study the opportunity to be directly employed as a fully qualified Assistant Practitioner. As the programme of study has mandatory core practitioner based core standards/competencies linked to it, the students will be placed into health and social care environments where they will be working alongside fully qualified practitioners on a regular basis thus strengthening the employability link even further.

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](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=1901](https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=1901)
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

**Programme title:** FdSc Assistant Practitioner: Health and Social Care

**Partner Delivering Institution:** Petroc

**Start Date:** September 2020

**First Award Date:** July 2022 (Full time) July 2023 (Part time)

**Date(s) of revision(s) to this document:** 1<sup>st</sup> September 2020

## 1. Programme Details

<b>Awarding Institution</b>	University of Plymouth
<b>Partner institution and delivery site(s)</b>	Petroc, Brannams Campus, The University Centre
<b>Accrediting Body</b>	N/A
<b>Language of Study</b>	English <sup>1</sup>
<b>Mode of Study</b>	Full Time and Part time
<b>Final award</b>	FdSc Assistant Practitioner: Health and Social Care
<b>Intermediate Award</b>	N/A
<b>Programme</b>	FdSc Assistant Practitioner: Health and Social Care
<b>UCAS code</b>	H60-Z80
<b>JACS code</b>	B790
<b>Benchmarks</b>	Framework for Higher Education Qualifications (FHEQ) <a href="#">FHEQ</a> QAA Subject Benchmarks for <a href="#">Health Studies</a> SEEC Credit Level Descriptors for Higher Education <a href="#">SEEC Level Descriptors</a> Skills for Health Core Standards for Assistant Practitioner <a href="#">Core Standards</a> NHS Knowledge and Skills Framework <a href="#">NHS KSF</a> Higher Level Apprenticeship Framework (Assistant Practitioner) <a href="#">Core Competence and Knowledge Framework AP HL Apprenticeship</a>
<b>Date of Programme Approval</b>	23 <sup>rd</sup> February 2016

<sup>1</sup> Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

## **2. Brief Description of the Programme**

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words):

The rapidly changing nature of health and social care service provision within the UK demands a highly skilled, multidimensional and multidisciplinary workforce which is flexible adaptable and proactive in the way in which it provides compassionate and high quality care. Changing demographics and social dynamics along with an orientation towards care closer to home requires an increase in knowledgeable, caring and multi skilled support workers who can work in integrated health and social care environments where the range of medical conditions and multiple morbidities are complex and wide ranging. The Assistant Practitioner: Health and Social Care foundation degree provides a sound and critical understanding of health and social care policy, theory and practice, and will provide the learner with both the Care Certificate and the underpinning Core Assistant Practitioner Standards required by Skills for Health. The broad range of theoretical and practice based skills included within the programme of study provide individuals with what is needed for effective practice in a diverse, multidisciplinary 21<sup>st</sup> Century integrated healthcare environment. Core concepts surrounding health and wellbeing will be critically explored in light of increasing levels of obesity and the subsequent rise in morbidity levels associated with conditions such as coronary heart disease, diabetes, stroke and dementia.

The values of the NHS Constitution are embedded in our programme of study, where patients come first and the respect and dignity of all patients is protected by the application of compassionate, person-centered, highly skilled practitioner based multidisciplinary care.

## **3. Details of Accreditation by a Professional/Statutory Body (if appropriate)**

N/A

#### **4. Exceptions to Plymouth University Regulations**

*(Note: Plymouth University's Academic Regulations are available on the extranet: <https://www.plymouth.ac.uk/student-life/academic-regulations>)*

None

#### **5. Programme Aims**

The programme will deliver

A1: A contribution to the development of a skilled health and social care workforce in the South West region which is able to cope with the emerging challenges of an increasingly community based healthcare profession orientated towards a multidisciplinary integrated healthcare service

A2: A validation of the contribution of both academic and competency based vocational study towards both personal and professional development

A3: Effective engagement and collaboration with Northern Devon Healthcare NHS Trust in the design and delivery of programmes of study

A4: A balance between the rigour required for academic study, core competency completion and the capacity to efficiently and effectively respond to employer training and development needs

A5: Viable progression opportunities for students completing foundation degrees who might not otherwise have access to Honours level study including supporting part-time learners from diverse backgrounds

A6: A framework for the efficient and effective development of specialist optional module pathways in response to the needs of the Northern Devon Healthcare NHS Trust

A7: Opportunities for inter-personal learning and core competency achievement within a variety of specialist as well as integrated healthcare settings.

#### **6. Programme Intended Learning Outcomes (ILO)**

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

ILO1: Reflect on and demonstrate professional practice focusing on connecting and constructing knowledge. Within this reflection and demonstration consider the development of their own professional practice, examining their knowledge, skills, core competences, behaviours, attitudes and values and how these relate to the broader organisational and societal context

ILO2: Synthesise structures and methods of learning to establish the process of continuous professional development and reflective practice as a trainee assistant practitioner focusing on knowledge transfer and skill acquisition



ILO3: Utilise critical understanding focused on the development of transferable skills relevant to both academic study and to the workplace. At the core of this utilisation will be the evidencing, implementing and dissemination of knowledge as well as the demonstration of safe and effective core standards of practice

ILO4: Critically evaluate and analyse knowledge through the demonstration of an understanding of the concepts of health and wellbeing and health and social care practice

ILO5: Reflect upon their own practice; apply appropriate principles of research with theoretical knowledge to develop action plans for personal development, core standards and lifelong learning

ILO6: Demonstrate a critical understanding of the professional requirements relating to ethical practice within the discipline of Health and Social Care. (See Appendix 2)

## **7. Distinctive Features**

The Assistant Practitioner: Health and Social Care foundation degree will enable learners who do not want to move out of the North Devon area to study health and social care with the intent of focusing their training towards gaining Assistant Practitioner status. The programme of study is designed to enable individuals to be able to support the work of registered health and social care professionals with a level of knowledge and skill beyond that of the traditional band 2 and 3 support worker or healthcare assistant roles and qualify students to band 4 level.

It is both a theoretical and competency-based course of study and from the very beginning of the course learners will be working alongside a wide range of other learners and professional practitioners who will have different backgrounds both in terms of education and aspirations thus providing opportunities to develop collegiate relationships which will broaden your appreciation of the wide range of vocational opportunities within health and social care. Opportunities exist for learners local to the North Devon area to work with a selection of different healthcare professionals in multidisciplinary environments to establish outcomes linked to core standards. At other times learners will share ideas and connections with their fellow learners thus developing a form of professional collegiality within a university environment which is highly relevant to the increasingly integrated and multidisciplinary healthcare economy of our region.

An additional distinctive feature of this programme of study is the way in which learners will be able to develop their professional practice and local healthcare expertise and therefore contribute to the economy of North Devon. The employability level of each learner will be enhanced by obtaining this degree. In a sector which is experiencing considerable change, and where local employers within health and social care are in need of a highly versatile and critically aware workforce who can adapt and work effectively with a range of multi-skilled practitioners, learners on this programme of study will be highly qualified and

greatly valued. The nurturing of a well-educated band 4 healthcare support workforce with economic and compassionate expectations contributes hugely to the potential of the area. Ultimately, learners will leave with a developed and reflexive sense of practice and a professional qualification that will sustain them in a variety of health and social care roles for the rest of their career.

Due to the nature of the programme, either two days full time or one day part time, learners will be able to integrate learning with the rest of their life, balancing their studies with work, home and leisure time. This is a real strength of the degree, the amount of control it gives each individual learner to be able to take into account all of the demands of their life and then structure their time effectively in order to be able to meet these demands.

## **8. Student Numbers**

Minimum student numbers per stage = 15

Target student numbers per stage = 20

Maximum student numbers per stage = 30

## **9. Progression Route(s)**

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed providing progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

There is a progression route available to students wishing to complete their full Honours degree. Petroc offer the full and part time level 6 BA (Hons) Professional Development (Health and Social Care) programme of study at the Brannams Campus and Mid Devon Campus;

<https://www.petroc.ac.uk/content/courses/health-social-care/ba-hons-professional-development-health-and-social-care>

<https://www.petroc.ac.uk/content/courses/health-social-care/ba-hons-professional-development-health-and-social-care1>

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

## 10. Admissions Criteria

Qualification(s) required for entry of this programme.	Details
<p><b>Level 2</b></p> <p>1. Key skills requirements/ diploma levels</p> <p>And/or</p> <p>2. GCSEs required at C or above</p>	<p>GCSE Maths and English at Grade D or above will be considered along with any other equivalent level 2 qualifications</p>
<p>Level 3- At least one of the following</p> <p>3. AS/A Levels</p> <p>4. Advanced Diploma</p> <p>5. BTEC/National Certificate diploma</p> <p>6. VDA:AGNVQ:AVCE:AVS</p> <p>7. Access to HE or year 0 provision</p> <p>8. International Baccalaureate</p> <p>9. Irish/Scottish Highers, British Highers</p>	<p>All level 3 qualifications will be considered and in addition all applicants will be interviewed.</p> <p>Appropriate subject areas will normally be in the discipline of health and social care, however qualifications in other subjects may be considered and discussed at interview.</p>
<p>Work experience</p>	<p>Considered on individual merit</p>

<p>Other HE qualifications/ non- standard awards or certificates.</p>	<p>Applicants from other Health &amp; Social Care foundation degrees who wish to enter the programme of study at level 5 will be considered on an individual basis.</p> <p>Appropriate subject areas will normally be in the discipline of health and social care, however qualifications in other subjects may be considered and discussed at interview.</p>
<p>APEL APCL4 Possibilities</p>	<p>Applicants for APEL/APCL will be dealt with on an individual basis. Students must apply for this through the Higher Education Office providing full details of the qualifications/experience they wish to be considered. Plymouth University regulations will apply to all applications. Direct entry onto level 5 of the programme of study by those individuals who have successfully gained a level 4 health and social care foundation degree will be considered on an individual basis.</p>
<p>Interview/ portfolio requirements</p>	<p>In order to continue the ethos of widening participation that is established in our FdA and FdSc programmes of study we feel that applicants with a proven record of experience as a health and social care practitioner at the correct level and who can demonstrate relevant experience through portfolio plus an interview may be eligible to enter the award. All relevantly qualified applicants will be interviewed</p>

Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:

Yes. This will be an additional cost to the applicant prior to commencing the course. Petroc will apply for each applicant and once each applicant receives their DBS Petroc will scrutinise the outcome. Whilst Petroc is awaiting the DBS outcome each applicant will be asked to submit a Criminal Records Self Declaration form in order to self-declare any previous or pending convictions. If any previous or pending convictions are declared the applicants

	<p>Criminal Records Self Declaration form will be submitted to Petroc's Professional Issues Committee. A decision will be taken by the Committee and the offer of a place will not be confirmed until the outcome of the Committee is known and the fitness to practice of each applicant can be guaranteed.</p> <p>A mandatory Occupational Health Screening Assessment will also need to be undertaken by every applicant prior to the commencement of the programme of study. Currently there is no additional charge for this assessment.</p>
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## 10. Academic Standards and Quality Enhancement

**Subject External Examiners:** The External Examiner for the FdSc Assistant Practitioner: Health and Social Care programme of study will be Lisa Lewy from University of Southampton. Lisa's background is very much linked with the development of healthcare practice degrees with NHS trusts and she would therefore be able to contribute extremely effectively from a sound base of both academic and vocational understanding.

**Additional stakeholders specific to this programme:** Student representation via an elected student representative will be a core method of obtaining objective feedback and constructive input on all elements of the student cohort experience whilst on the programme. The student representative will be involved in both the autumn and spring programme committee meetings where they will have an opportunity to meet with both the programmes External Examiner and the Academic Liaison Person. The input of the student representative will be an integral part of the quality assurance process for this programme of study. In addition to the course student representative, Petroc has a lead student representative who arranges regular student representative meetings where information from both the Petroc HE Coordinator and the student representatives is disseminated in a meaningful and productive manner in order to improve the whole Higher Education experience for students at Petroc.

Northern Devon Healthcare NHS Trust are closely connected with a number of national organisations which govern workforce development within healthcare and provide support, guidance and additional services to ensure a national and joined-up policy perspective surrounding the nature of workforce development and service delivery. Health Education England via its Local Education and Training Board (Health Education South West) provide guidance, support and funding for workforce development initiatives via the Widening Participation and

Talent for Care strategies. Skills for Health and Skills for Care provide additional guidance and support in terms of innovation, workforce development programmes and core skills competences for the band four assistant practitioner support worker role.

In addition, further stakeholder input via local employers from the health and social care sector liaise with Petroc and Northern Devon Healthcare NHS Trust on a regular basis via a strategic overview committee and four sub-groups. Further stakeholder input is generated via an additional steering committee organised and managed by Petroc which coordinates the Care Learning Exchange Network (CLEN). The CLEN culminates in a yearly networking conference held at Petroc where health and social care practitioners and employers such as Devon County Council, other NHS Trusts and care organisations from the Devon area and hopefully in the future the Care Home Education Forum meet and share good practice, disseminate sector specific knowledge via a selection of workshops and lectures. In addition to this network, further input from the North Devon NHS Mental Health Link Centre's via their Devon Recovery Learning Community Training Resources will enable FdSc Assistant Practitioner: Health and Social Care students to access free mental health training courses throughout the year.

As an additional employability link for students on this programme a recent initiative with Northern Devon Healthcare NHS Trust has seen the development of a Care Academy overseen by the above mentioned strategic overview committee which will provide further progression opportunities for health and social care practice students once qualified to progress further within their career especially if they are looking towards nursing as their future profession.

## PS1. Programme Structure<sup>2</sup>

The following structure diagram(s) provides the current structure for this programme:

*Please Note: Optional modules are subject to availability as they may not all be available each academic year.*

FHEQ level: 4 FdSc Assistant Practitioner: Health and Social Care Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
1	Autumn	Core	20	PETR1099 Foundations of Health and Social Care Practice
1	Spring	Core	20	PETR1100 Human Growth and Development
1	Spring	Core	20	NORD 1125 Concepts of Health and Wellbeing
1	Autumn	Core	20	NORD 1126 Vocational Competence in Health and Social Care Practice
1	All year	Core	20	PETR1101 Understanding Practice
1	Summer	Core	20	NORD 1105 The Patient Journey and Care Process
FHEQ level: 5 FdSc Assistant Practitioner: Health and Social Care Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
2	Autumn	Core	20	NORD 2107 Evidence Based Practice
2	All year	Core	20	PETR2200 Clinical Competence and Patient Assessment
2	Summer	Core	20	NORD 2109 Leadership and Ethics in Practice



<sup>2</sup> The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/ shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

2	Autumn	Core	20	NORD 2110 Public Health and Health Promotion
2	Spring	Option	20	NORD 2111 Long Term Conditions
2	Spring	Option	20	NORD 2112 Dementia and Cognitive Dysfunction
2	Spring	Option	20	NORD 2113 Practice Based Study
2	Spring	Option	20	NORD 2114 Tissue Viability
2	Spring	Option	20	NORD 2115 The Management of the Plus Size Patient
2	Spring	Option	20	NORD 2116 Working in Multidisciplinary Environments
2	Autumn	Option	20	OCT 526 Occupational Studies: Foundations for Occupational Therapy Practice 1
2	All Year	Option	20	OCT 527 Occupational Studies: Foundations for Occupational Therapy Practice 2
2	All Year	Option	20	PHY507 Physiotherapy Foundations 1
2	Spring	Option	20	PHY508 Physiotherapy Foundations 2
<b>FHEQ level: 4 FdSc Assistant Practitioner: Health and Social Care Part</b>				
<b>Time</b>				
<b>P/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
1	Autumn	Core	20	PETR1099 Foundations of Health and Social Care Practice
1	Spring	Core	20	PETR1100 Human Growth and Development
1	Spring	Core	20	NORD 1125 Concepts of Health and Wellbeing
1	Autumn	Core	20	NORD 1126 Vocational Competence in Health and Social Care Practice



<b>FHEQ level: 4 &amp; 5 FdSc Assistant Practitioner: Health and Social Care Part Time</b>				
<b>P/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
2	All year	Core	20	PETR1101 Understanding Practice
2	Summer	Core	20	NORD 1105 The Patient Journey and Care Process
2	Autumn	Core	20	NORD 2107 Evidence Based Practice
2	All year	Core	20	PETR2200 Clinical Competence and Patient Assessment
<b>FHEQ level: 4 FdSc Assistant Practitioner: Health and Social Care Part Time</b>				
<b>P/T Route Year</b>	<b>When in Year? (i.e. Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
3	Summer	Core	20	NORD 2109 Leadership and Ethics in Practice
3	Autumn	Core	20	NORD 2110 Public Health and Health Promotion
3	Spring	Option	20	NORD 2111 Long Term Conditions
3	Spring	Option	20	NORD 2112 Dementia and Cognitive Dysfunction
3	Spring	Option	20	NORD 2113 Practice Based Study

**Assessments; Dates for assessment and hand in dates will be advised by the module team.**

You all have access to a VLE (Virtual Learning Environment) and as the course progresses learning resources and cultural events will be placed on this on-line facility. The link below will enable you access these sites;

Level 5 Generic course page [https://oncampus.petroc.ac.uk/moodle/moodle\\_2/course/view.php?id=109](https://oncampus.petroc.ac.uk/moodle/moodle_2/course/view.php?id=109)

**Dates for External Examiner and ALP (Academic Liaison Person) from Plymouth University to be announced.**

[https://oncampus.petroc.ac.uk/moodle/moodle\\_2/course/view.php?id=109](https://oncampus.petroc.ac.uk/moodle/moodle_2/course/view.php?id=109)

**Dates for External Examiner and ALP (Academic Liaison Person) from Plymouth University to be announced.**

### **11. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment<sup>3</sup>**

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 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:

<b>FHEQ level: 4</b>					
<b>Definitions of graduate attributes and skills specific to this programme.</b>	<b>Teaching and learning strategies/methods</b>	<b>Prog aims</b>	<b>Prog intended learning outcomes.</b>	<b>Range of assessments</b>	<b>Related core downloads</b>
<p><b>Knowledge / Understanding:</b></p> <p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <p>A broad knowledge base of health and social care and its terminology or discourse.</p>	See below				

<sup>3</sup> For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<p>And will be able to demonstrate awareness that areas of this knowledge base are open to ongoing debate and reformulation (SEEC Level 4 Descriptors for Higher Education (2010))</p> <p>SEEC Level 4 Descriptors for Higher Education (2010) and QAA Subject Benchmark Statements for Health Studies (2008)</p> <ul style="list-style-type: none"> <li>• Demonstrate a sound knowledge base in selected subject areas that inform health, well-being, social questions, issues and problems. (QAA Health Studies)</li> <li>• Demonstrate a good grasp of the scope and breadth of the disciplines studied. (QAA Health Studies Benchmarks)</li> <li>• Demonstrate an understanding of the structure and function of the human body, together with a knowledge of dysfunction and pathology (QAA Health Studies).</li> <li>• Demonstrate an understanding of health and social care philosophy and policy, and its translation into ethical and evidenced based practice (QAA Health Studies)</li> </ul>	<p>Lectures and seminars will be used to introduce and teach certain components of all modules. Subject specific content of the programme will require reference to peer reviewed journals together with lectures, clinical placements, mock clinical practices and seminars delivered by subject specialist teams.</p> <p>Tutorial support will be delivered at pastoral, subject specific (clinical supervision) and generic levels.</p> <p>Following either generic or subject specific introductions all modules require independent planning, research and the development of planned</p>	<p>1, 2, 4, 6 &amp; 7</p> <p>1, 2, 4, 6 &amp; 7</p> <p>1, 2, 3, 4, 6 &amp; 7</p> <p>1, 2, 4, 6 &amp; 7</p>	<p>1, 4 &amp; 5</p> <p>1, 2, 3, 4 &amp; 5</p> <p>1, 2, 3, 4 &amp; 5</p> <p>1, 3, 4 &amp; 5</p>	<p>Knowledge and understanding is assessed via a combination of learning journals and logs including IT based portfolios, essays, practical work, presentations, seminars, practical assessment tasks, clinical placements and other performances. Formative assessment points with attendant action planning will be timetabled at appropriate stages within each module. Practitioner, Peer and self-assessment against the given</p>	<p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105</p> <p>PETR1099 NORD 1125 PETR1101 NORD 1105</p> <p>PETR1100</p> <p>PETR1099 NORD 1125 PETR1101</p>
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<ul style="list-style-type: none"> <li>• Demonstrate a good understanding of the multidisciplinary nature of health, social care and social policy. (QAA Health Studies Benchmark)</li> <li>• Demonstrate an insight into contemporary issues at the forefront of health and well-being. (QAA Health Studies Benchmark)</li> <li>• Show an understanding of the diversity and changing nature of health and well-being. (QAA Health Studies Benchmark)</li> <li>• Know and understand lifespan developments and healthcare needs (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> </ul>	<p>outcomes to that research with appropriate critical and reflective strategies.</p> <p>Modules that require for their outcome an interface with clinical environments have structures established that enable learning to be understood and critically reflected upon from which actions can be planned.</p> <p>Case studies and mock clinical practices and actual observed and supervised practice within PETR1101 and NORD 1105 will be used to aid the students' perception of their position within their clinical environment.</p> <p>Problem solving exercises are embraced in all modules either as team working or independent components.</p> <p>Relevant literature reviews.</p>	<p>1, 2, 4, 6 &amp; 7</p> <p>1, 2, 3, 4, 6 &amp; 7</p> <p>2 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 3, 4, 5 &amp; 6</p> <p>1, 3, 4 &amp; 5</p> <p>1, 4 &amp; 6</p> <p>1, 2, 3 &amp; 4</p>	<p>criteria will play an important role in developing understanding of the assessment process.</p>	<p>PETR1099 NORD 1126 PETR1101 NORD 1105</p> <p>NORD 1125</p> <p>NORD 1125</p> <p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105 PETR1100</p>
<p><b>Cognitive and Intellectual Skills:</b></p> <p>By the end of this programme the student will be able to:</p>	<p>See below</p>			<p>See below</p>	

<ul style="list-style-type: none"> <li>• Identify principles and concepts underlying theoretical frameworks and begins to identify their strengths and weaknesses (SEEC Level 4 HE Descriptors 2010)</li> <li>• Identify a well-defined focus for enquiry, plans and undertakes investigative strategies using a limited and defined range of methods, collects data from a variety of sources, and communicates results effectively in an appropriate format (SEEC Level 4 HE Descriptors 2010)</li> <li>• Collect information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts. (SEEC Level 4 HE Descriptors 2010)</li> <li>• Judge the reliability of data and information using pre-defined techniques and/or criteria (SEEC Level 4 HE Descriptors 2010)</li> </ul> <p>SEEC Level 4 Descriptors for Higher Education (2010) and QAA Subject Benchmark Statement for Health Studies (2008)</p>		<p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>2 &amp; 7</p>	<p>1 &amp; 4</p> <p>1, 4 &amp; 5</p> <p>1, 4 &amp; 5</p> <p>3, 4 &amp; 6</p>		
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<p>By the end of this programme students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> <li>• Articulate and apply a number of central theoretical arguments within health studies (QAA Health Studies 2008 Subject Benchmark)</li> <li>• Analyse health and health issues from several appropriate critical perspectives (QAA Health Studies 2008 Subject Benchmark)</li> <li>• An ability to gather and evaluate evidence and information from a wide range of sources (QAA Health Studies 2008 Benchmark)</li> </ul>	<p>Primary: The lecture, seminar and tutorial process outlined in knowledge and understanding also is relevant here.</p> <p>Peer knowledge sharing, reflection on research, clinical practice and group presentations, sometimes inter-disciplinary will be used to aid the critical reflection required to be employed by each student.</p> <p>Both the Understanding Practice (PETR1101) and The Patient Journey and Care Process (NORD 1105) modules introduce a series of evidence based practice methods and processes that are explored and practically implemented through the later modules.</p> <p>Tutorial, formative and summative assessments take a variety of forms, in each case oral and written feedback will be delivered with attendant action plans if necessary.</p> <p>Secondary/Supplementary:</p>	<p>1, 2, 4, 6 &amp; 7</p> <p>2 &amp; 7</p> <p>2 &amp; 7</p>	<p>1, 3, 4 5 &amp; 6</p> <p>4 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p>	<p>Cognitive and assessment skills are assessed via a combination of learning journals and logs including IT based portfolios, essays, practical work, presentations, seminars, assessment tasks, clinical placements and other performances.</p> <p>Formative assessment points with attendant action planning will be timetabled at appropriate stages within each module. Practitioner, peer and self-assessment again will be undertaken and will be an important component of all clinical placements, practitioner, and peer led activities and joint activities.</p>	<p>PETR1099 NORD 1125 PETR1101</p> <p>NORD 1125 PETR1101</p> <p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105</p>
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	<p>The exploration of a variety of subject and inter- disciplinary health and social care sectors and their associated communities of practice will be analysed within written, presentation, peer and tutor discussion and body of work outcomes.</p> <p>Computer based activities will be employed to compile and respond to a variety of data, imaging making and measurement problems.</p>				
<p><b>Key Transferable Skills:</b></p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>• Relate own role to specified and externally defined parameters (SEEC 2010 Level 4 Descriptor).</li> <li>• Undertake performance tasks that may be complex and non-routine engaging in self- reflection (SEEC 2010 Level 4 Descriptor).</li> <li>• Work effectively with others and recognises the factors that affect team performance (SEEC 2010 Level 4 Descriptor).</li> </ul>	<p>See below</p>	<p>2, 6 &amp; 7</p> <p>2, 6 &amp; 7</p> <p>2, 4, 6 &amp; 7</p>	<p>1, 2, 3 &amp; 5</p> <p>3 &amp; 5</p> <p>1, 2,3, 5 &amp; 6</p>	<p>See below</p>	

<ul style="list-style-type: none"> <li>• Demonstrate awareness of ethical issues and is able to discuss these in relation to personal beliefs and values (SEEC 2010 Level 4 Descriptor).</li> <li>• Is aware of own capabilities in key areas and engages in development activity through guided self-direction (SEEC 2010 Level 4 Descriptor).</li> <li>• Uses interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts (SEEC 2010 Level 4 Descriptor).</li> <li>• Be aware of the importance of equal opportunities and diversity issues within the health and social care environment. (QAA Health Studies 2008 Subject Benchmark)</li> <li>• Able to organise and articulate options and arguments in speech and writing using relevant specialist vocabulary.</li> <li>• Use ICT in their study and other appropriate situations.</li> </ul> <p>SEEC Level 4 Descriptors for Higher Education (2010) and QAA Subject Benchmark Statements for Health Studies (2008).</p> <p>By the end of this programme students will be able to demonstrate for a threshold pass:</p>	<p>Primary: Through seminars, workshops,</p>	<p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>1, 2 &amp; 7</p> <p>1, 2 &amp; 7</p>	<p>6</p> <p>1, 2, 3 &amp; 5</p> <p>1 &amp; 5</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2 &amp; 5</p> <p>1, 2, 3 &amp; 5</p>	<p>Key Transferable Skills are assessed via combination of</p>	
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	clinical				
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<ul style="list-style-type: none"> <li>Articulate opinions and formulate arguments effectively in speech and writing. (QAA Health Studies Subject Benchmarks)</li> </ul>	<p>placements and objective structured clinical practice the teaching team working with appropriately trained learning resources staff will deliver introductions to a variety of library and online research tools.</p>	1, 2 & 7	1, 2, 3 & 5	<p>learning journals and logs including IT based portfolios, essays, practical work presentations, seminars, practical assessment tasks and other performances.</p>	<p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105</p>
<ul style="list-style-type: none"> <li>Learn independently and utilise some problem-solving skills. (QAA Health Studies Subject Benchmarks)</li> </ul>	<p>Introduction to team working across disciplines forms an important component of both the Understanding Practice and Patient Journey and Care Process modules. Team working then becomes one possible approach to other modules, where notions of multidisciplinary and/or multiagency engagement are envisaged. Accessible work-logs and other reflective tools will be used to document team effectiveness and outcomes of team working.</p>	1, 2 & 7	1, 2, 3, 4, 5 & 6	<p>Formative assessment points with attendant action planning will be timetabled at appropriate stages within each module.</p>	<p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105</p>
<ul style="list-style-type: none"> <li>Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval. (QAA Health Studies Benchmarks)</li> </ul>	<p>Team working then becomes one possible approach to other modules, where notions of multidisciplinary and/or multiagency engagement are envisaged. Accessible work-logs and other reflective tools will be used to document team effectiveness and outcomes of team working.</p>	1, 2 & 7	1 & 5		<p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105</p>
<ul style="list-style-type: none"> <li>Demonstrate an awareness of equal opportunities and diversity issues in context. (QAA Health Studies Subject Benchmarks)</li> </ul>	<p>IT based activities are encouraged at all stages, with evidence of usage coming from a variety of sources, for instance assessable CAD, spreadsheets and work processed documents.</p>	1, 2 & 7	1, 2, 3, 4, 5 & 6		<p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105</p>
<ul style="list-style-type: none"> <li>Demonstrate effective skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, their relatives and carers; and, when necessary, to groups of colleagues or clients (Health Studies Benchmarks)</li> </ul>	<p>IT based activities are encouraged at all stages, with evidence of usage coming from a variety of sources, for instance assessable CAD, spreadsheets and work processed documents.</p>	1, 2 & 7	1, 3 & 5		<p>NORD 1126 PETR1101 NORD 1105</p>
Secondary/Supplementary:					



<ul style="list-style-type: none"> <li>• Demonstrate competence in skills transferable to the workplace (QAA Health Studies Benchmark)</li> <li>• Collaborate and plan as a team member and contribute to the work of a team (QAA Health Studies Benchmark)</li> </ul>	<p>Tutor led workshops and seminars will develop strategies and methods to help students to participate in inter-discipline and sector peer working.</p> <p>Inter-disciplinary peer presentations of research methods, data collected and outcomes produced based upon that data will be a regular feature of each module's development and summative assessment.</p>	<p>1, 2, 6 &amp; 7</p> <p>2 &amp; 7</p>	<p>1, 3 &amp; 5</p> <p>1, 2, 3 &amp; 5</p>		<p>PETR1099  PETR1100  NORD 1125  NORD 1126  PETR1101  NORD 1105</p> <p>NORD 1126  PETR1101  NORD 1105</p>
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<p><b>Employment Related Skills:</b></p> <p>By the end of the programme students will be able to:</p> <ul style="list-style-type: none"> <li>• Operate in a range of varied but predictable contexts that require the use of a specified range of techniques and information sources (SEEC 2010 Level 4 Descriptor).</li> <li>• Act with limited autonomy, under direction or supervision, within defined guidelines. Takes responsibility for the nature and quality of outputs (SEEC 2010 Level 4 Descriptor).</li> <li>• Relate own role to specified and externally defined parameters (SEEC 2010 Level 4 Descriptor).</li> <li>• Undertake performance tasks that may be complex and non-routine engaging in self- reflection (SEEC 2010 Level 4 Descriptor).</li> <li>• Work effectively with others and recognises the factors that affect team performance (SEEC 2010 Level 4 Descriptor).</li> <li>• Demonstrate competences in Standard 5 of the Skills for Health Core Standards for Assistant Practitioners (2009)</li> </ul> <p>SEEC Level 4 Descriptors for Higher Education (2010) and QAA Subject</p>	<p>See below</p>	<p>1, 2, 4, 6 &amp; 7</p> <p>1, 2 &amp; 7</p> <p>1, 2 &amp; 7</p> <p>2 &amp; 7</p> <p>1, 2 &amp; 7</p> <p>1, 2, 3, 4, 6 &amp; 7</p>	<p>1, 2, 3 &amp; 5</p> <p>1, 2, 3 &amp; 5</p> <p>1, 2, 3, 5 &amp; 6</p> <p>1, 2 &amp; 5</p> <p>1, 2, 3, 5 &amp; 6</p> <p>1, 3 &amp; 5</p>	<p>See below</p>	
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<p>Benchmark Statements for Health Studies (2008) &amp; Skills for Health Core Standards for Assistant Practitioners (2009)</p> <p>By the end of this programme students will be able to demonstrate a threshold pass:</p> <ul style="list-style-type: none"> <li>• Collaborate and plan as a team member and contribute to the work of a team. (QAA Health Studies Subject Benchmark)</li> <li>• Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval. (QAA Health Studies Subject Benchmark)</li> <li>• Demonstrate competence in skills transferable to the workplace. (QAA Health Studies Subject Benchmark)</li> </ul>	<p>Primary: Workshops, lectures, clinical placements, objective structured clinical practice, seminars and observations will deliver the necessary overview to enable the student to research and produce outcomes responding to their employment sector or subject community.</p> <p>Secondary/Supplementary: Students independently or within peer groups will develop strategies that enable critical reflection</p>	<p>2 &amp; 7</p> <p>2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 2, 3, 4 &amp; 5</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 3 &amp; 5</p>	<p>Employment related skills are assessed via combination of learning journals and logs including IT based portfolios, essays, practical work presentations, seminars, practical assessment tasks and other performances.</p> <p>Formative assessment points with attendant action</p>	<p>NORD 1126 PETR1101 NORD 1105</p> <p>PETR1099 PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105</p> <p>NORD 1105</p>
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<ul style="list-style-type: none"> <li>Core Standard 2.4 – Literacy, language, and numeracy skills in line with Skills for Health Employability Matrix for Career Framework Level 4</li> </ul>	<p>and active CPD or professional practice opportunities within their sector. Core employment related skills will be assessed via PETR1099, PETR1101 and NORD 1105 and will enable students to achieve the Skills for Health Core Standards for Assistant Practitioners identified below.</p>			<p>planning will be timetabled at appropriate stages within each module</p>	<p>NORD 1126</p>
<ul style="list-style-type: none"> <li>Standard 5 Core Standards for Assistant Practitioners:</li> </ul>		<p>2, 4 &amp; 7</p>	<p>1, 2, 3, 5 &amp; 6</p>		
<p>CfA 105 – Store and Retrieve Information</p>					<p>NORD 1105</p>
<p>CfA 106 – Use IT to exchange information</p>		<p>1, 2, 3, 4, 6 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1126 NORD 1105 NORD 1126 PETR1101 NORD 1105</p>
<p>CHS 36 – Provide basic life support</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		
<p>GEN 12 – Reflect on and evaluate your own values, priorities, interests and effectiveness</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>GEN 13 – Synthesise new knowledge into the development of your own practice</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>GEN 22 – Communicate effectively with individuals</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>GEN 23 – Audit your own work practice</p>			<p>1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>GEN 63 – Act within the limits of your competence and authority</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>HSC D5 – Comply with legal requirements for confidentiality</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1105 NORD 1105</p>
<p>HSC 22 – Support the health and safety of self and others</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5 1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>HSC 23 – Develop your knowledge and practice</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>HSC 24 – Ensure your actions support the care, protection and well-being of individuals</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p>		<p>NORD 1105</p>
<p>HSC 234 – Ensure your actions support equality, diversity and responsibilities of others</p>		<p>2, 4 &amp; 7</p>	<p>1, 3 &amp; 5 1, 3 &amp; 5</p>		<p>NORD 1105</p>



HCS 241 – Contribute to the effectiveness of teams		2, 4 & 7		NORD 1105
AG 2 – Contribute to care planning and review			1, 3 & 5	NORD 1105
CHS 118 – Form a professional judgement of an individual’s health condition		2, 4 & 7	1, 3 & 5	NORD 1105
ENTO WRV1 – Make sure your actions contribute to a positive and safe working culture		2, 4 & 7	1, 3 & 5	NORD 1105
GEN 4 – Prepare individuals for clinical/therapeutic activities		2, 4 & 7		NORD 1105
GEN 5 – Support individuals for clinical/therapeutic activities			1, 3 & 5	NORD 1105
GEN 6 – Prepare environment for clinical/therapeutic activities		2, 4 & 7	1, 3 & 5	NORD 1105
GEN 7 – Monitor and manage the environment and resources during and after clinical/therapeutic activities		2, 4 & 7	1, 3 & 5	NORD 1105
GEN 8 – Assist the practitioner to implement clinical/therapeutic activities		2, 4 & 7	1, 3 & 5	NORD 1105
HSC 21 – Communicate and complete records for individuals			1, 3 & 5	NORD 1105
IPC 2 – Perform hand hygiene to prevent the spread of infection		2, 4 & 7	1, 3 & 5	NORD 1105
		2, 4 & 7	1, 3 & 5	NORD 1105
		2, 4 & 7	1, 3 & 5	NORD 1105
		2, 4 & 7	1, 3 & 5	NORD 1105
<b>Practical Skills:</b>				
By the end of the programme students will be able to:				
<ul style="list-style-type: none"> <li>Use a variety of practical skills and ICT tools applicable to their subject</li> </ul>		2, 4 & 7	1, 3 & 5	

<p>discipline (QAA Health Studies 2008 Subject Benchmark).</p> <ul style="list-style-type: none"> <li>• Use interpersonal and communication skills to clarify tasks and identify and rectify issues in a range of contexts (SEEC 2010 Level 4 Descriptor).</li> <li>• Operates in a range of varied but predictable contexts that require the use of a specified range of techniques and information sources (SEEC 2010 Level 4 Descriptor).</li> <li>• Undertakes performance tasks that may be complex and non-routine engaging in self- reflection (SEEC 2010 Level 4 Descriptor).</li> <li>• Act at the appropriate level of the Skills for Health career framework</li> </ul> <p>SEEC Level 4 Descriptors for Higher Education (2010) and QAA Subject Benchmark Statements for Health Studies (2008) and Skills for Health Core Standards for Assistant Practitioners (2009).</p> <p>By the end of the level for this programme students will be able to demonstrate a threshold pass:</p> <ul style="list-style-type: none"> <li>• Articulate opinions and formulate arguments effectively in speech and writing. (QAA Health Studies 2008 Subject Benchmark)</li> </ul>	<p>Primary: Students will undertake several modules that require engagement with 'real' workplace activities notably in PETR1099, PETR1101 and NORD 1105. The level of engagement varies from module to module some are theoretical but driven</p>	<p>2, 4 &amp; 7</p> <p>2, 4, 6 &amp; 7</p> <p>2, 4, 6 &amp; 7</p> <p>1, 2, 3, 4, 6 &amp; 7</p> <p>2 &amp; 7</p>	<p>1, 3, 5 &amp; 6</p> <p>1, 3, 5 &amp; 6</p> <p>1, 3, 5 &amp; 6</p> <p>1, 3, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p>	<p>Practical skills will be assessed via a combination of learning journals and logs including IT based portfolios, essays, bodies of</p>	<p>PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105 PETR1099</p>
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<ul style="list-style-type: none"> <li>Learn independently and utilise some problem-solving skills. (QAA Health Studies Subject Benchmarks)</li> <li>Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval. (QAA Health Studies Subject Benchmarks)</li> <li>An ability to manage their role under guidance (Standard 4.2 - Core Standards for Assistant Practitioners)</li> <li>The ability to plan straight forward tasks and work guided by standard operating procedures and protocols (Standard 4.2 – Core Standards for Assistant Practitioners)</li> </ul>	<p>by sector mentoring others are practical engagements with sector practitioners and patients. Secondary/Supplementary: Seminars and lectures by practitioners and teaching staff will set tasks and projects then develop the learning outcomes originating within the engagement with the student's clinical practice sector.</p>	<p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>2, 4, 6 &amp; 7</p> <p>2, 4, 6 &amp; 7</p>	<p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p>	<p>work, presentations, seminar, practical assessment tasks, clinical practice opportunities and other performances or activities which will be observed and assessed.</p> <p>Sector related, professional communication techniques will be, explored through, clinical placements, clinical scenario training, seminars and workshops.</p> <p>Formative assessment points with attendant action planning will be timetabled at appropriate stages within each module.</p>	<p>PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105 PETR1099</p> <p>PETR1100 NORD 1125 NORD 1126 PETR1101 NORD 1105 PETR1099</p> <p>NORD 1105</p> <p>NORD 1105</p>
<p>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of programme. See Appendix 1</p>					





<p>By the end of this programme the students will be able to demonstrate for a threshold pass.</p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of some theories of causality relating to health and ill-health. (QAA Health Studies Benchmark)</li> <li>• Locate, review, evaluate, carry out, report and analyse research in health studies and social problems. (QAA Health Studies Benchmarks)</li> <li>• Cross traditional subject boundaries drawing on appropriate knowledge from</li> </ul>	<p><b>Primary:</b> Lectures and seminars will be used to introduce and teach certain components of all modules. Subject specific content of the programme will require reference to peer reviewed journals together with lectures, clinical placements, mock clinical practices and seminars delivered by subject specialist teams.</p>	<p>&amp; 7</p>	<p>presentations, seminars, practical assessment tasks, clinical practice and other performances. Formative assessment points with attendant action planning will be</p>	<p>NORD 2110</p>
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<p>other academic disciplines to elucidate health issues. (QAA Health Studies Benchmark)</p> <ul style="list-style-type: none"> <li>Identify current issues and discourses in contemporary health research and debate. (QAA Health Studies Benchmark)</li> <li>Confidentially present information orally, in writing and, where appropriate through the use of technology, to provide coherent and logical arguments in the support of decision-making. (QAA Health Studies Benchmark)</li> <li>Understand research and development in the health sector</li> </ul>	<p>Tutorial support will be delivered at pastoral, subject specific (clinical supervision) and generic levels.</p> <p>Following either generic or subject specific introductions all modules require independent planning, research and the development of planned outcomes to that research with appropriate critical and reflective strategies.</p> <p>Modules that require for their outcome an interface with clinical environments have structures established that enable learning to be understood and critically reflected upon from which actions can be planned.</p> <p>Secondary/Supplementary:</p> <p>Case studies and mock clinical practices and actual observed and supervised practice within PETR2200 and optional modules NORD 2014 Tissue Viability and NORD 2115 The Management of the Plus Size Patient will be used to aid the</p>	<p>1, 2, 4, 6 &amp; 7</p> <p>1, 4 &amp; 7</p> <p>2, 4 &amp; 7</p>	<p>1, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>3 &amp; 4</p>	<p>timetabled at appropriate stages within each module. Practitioner, peer and self-assessment against the given criteria will play an important role in developing understanding of the assessment process.</p>	<p>NORD 2107</p> <p>NORD 2107 PETR2200 NORD 2109 NORD 2110</p> <p>NORD 2107</p>
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students' perception of

	<p>their position within their clinical environment.</p> <p>Problem solving exercises are embraced in all modules either as team working or independent components.</p> <p>Relevant literature reviews.</p>				
<p>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme: See Appendix 1</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>By the end of this programme the student will be able to:</p> <ul style="list-style-type: none"> <li>Identify, analyse and communicates principles and concepts recognising competing perspectives.(SEEC Level 5 HE Descriptors 2010)</li> <li>Undertake research to provide new information and/or explores new or existing data to identify patterns and relationships (SEEC Level 5 HE Descriptors 2010)</li> <li>Use appropriate theoretical models to judge the significance of the data collected recognising the limitations of the enquiry. (SEEC Level 5 HE Descriptors 2010)</li> <li>Collect and synthesise information to inform a choice of solutions to problems in unfamiliar contexts. (SEEC Level 5 HE Descriptors 2010)</li> </ul>	<p>See below</p>	<p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1,2, 4 &amp; 7</p> <p>2, 4 &amp; 7</p>	<p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>3 &amp; 5</p> <p>2, 4 &amp; 6</p>	<p>See below</p>	

<ul style="list-style-type: none"> <li>Analyse a range of information comparing alternative methods and techniques. (SEEC Level 5 HE Descriptors 2010)</li> <li>Select appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected. (SEEC Level 5 HE Descriptors 2010)</li> </ul> <p>SEEC Level 4 Descriptors for Higher Education (2010) and QAA Subject Benchmark Statements for Health Studies (2008)</p>	<p><b>Primary:</b> The lecture, seminar and tutorial process outlined in knowledge and understanding also is relevant here.</p> <p>Peer knowledge sharing, reflection on research, clinical practice and group presentations, sometimes multi-disciplinary/multi-agency will be used to aid the critical reflection required to be employed by each student.</p> <p>Both the Evidence Based Practice (NORD 2107) and Clinical Competence and Patient Assessment (PETR2200) modules introduce a series of</p>	<p>2, 4 &amp; 7</p> <p>2, 4 &amp; 7</p>	<p>2, 4 &amp; 6</p> <p>2, 4 &amp; 6</p>	<p>Cognitive and assessment skills are assessed via a combination of learning journals and logs including IT based portfolios, essays, practical work, presentations, seminars, practical assessment tasks and other performances.</p> <p>Formative assessment points with attendant action planning will be timetabled at appropriate stages within each module. Practitioner, peer and self-assessment again will be</p>	<p>NORD 2107 NORD 2110</p> <p>NORD 2107 NORD 2110</p> <p>NORD 2107 PETR2200 NORD 2109 NORD 2110</p> <p>NORD 2110</p> <p>PETR2200 NORD 2109</p>
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<p><b>By the end of this programme the students will be able to demonstrate for a threshold pass</b></p> <ul style="list-style-type: none"> <li>• Show a critical ability to analyse health as a contested concept (QAA Health Studies 2008 Subject Benchmark)</li> <li>• Analyse health and health issues from several appropriate critical perspectives</li> <li>• Show a critical awareness of the role of research in the development of health studies and social policy (QAA Health Studies 2008 Subject Benchmarks)</li> <li>• Demonstrate a critical understanding of some theories of causality relating to health and ill-health. (QAA Health Studies 2008 Subject Benchmark)</li> <li>• Critique some professional rationales concerning health, nursing and social</li> </ul>	<p>evidence based practice</p>	<p>2, 4 &amp; 7</p> <p>2 &amp; 7</p> <p>2, 4 &amp; 7</p> <p>2, 4 &amp; 7</p> <p>2, 4 &amp; 7</p>	<p>2, 3, 4 &amp; 6</p> <p>4 &amp; 6</p> <p>2, 3, 4 &amp; 6</p> <p>2, 3, 4 &amp; 6</p>		
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<p>policy interventions (QAA Health Studies Policy Subject Benchmark)</p>	<p>methods and processes that are explored and practically implemented through the later modules.</p> <p>Tutorial, Clinical Supervision, formative and summative assessments take a variety of forms, in each case oral and written feedback will be delivered with attendant action plans if necessary.</p> <p>Secondary/Supplementary:</p> <p>The exploration of a variety of subject and inter- disciplinary health and social care sectors and their associated communities of practice, will be analysed within written and spoken presentations, peer and tutor discussions, mock clinical scenarios and body of work outcomes.</p> <p>Computer based activities will be employed to compile and respond to a variety of data, imaging making and measurement problems.</p>		<p>2, 3, 4, &amp; 6</p>	<p>undertaken and will be an important component of all peer led and joint activities.</p>	<p>NORD 2110</p>
<p><b>Key Transferable Skills:</b></p>					









<p>in a range of applications to include information gathering and retrieval. (QAA Health Studies Subject Benchmarks)</p> <ul style="list-style-type: none"> <li>• Demonstrate an ability in understanding, manipulating, interpreting and presenting numerical data (QAA OT/PT/S&amp;LT/RG Benchmarks)</li> <li>• Demonstrate competence in skills transferable to the workplace (QAA Health Studies Benchmark)</li> <li>• Collaborate and plan as a team member and contribute to the work of a team (QAA Health Studies Benchmark)</li> </ul>	<p>variety of library and online research tools.</p> <p>Introduction to team working across disciplines forms an important component of both the Understanding Practice and Patient Journey and Care Process modules. Team working then becomes one possible approach to other modules, where notions of multidisciplinary and/or multiagency engagement are envisaged. Accessible work-logs and other reflective tools will be used to document team effectiveness and outcomes of team working.</p> <p>IT based activities are encouraged at all stages, with evidence of usage coming from a variety of sources, for instance assessable CAD, spreadsheets and work processed documents.</p> <p>Secondary/Supplementary: Tutor led workshops and seminars will develop strategies and methods to help students to participate in inter-discipline and sector peer working.</p>	<p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 2, 3 &amp; 5</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p>	<p>and other performances.</p> <p>Formative assessment points with attendant action planning will be timetabled at appropriate stages within each module.</p>	<p>NORD 2109 NORD 2110</p> <p>NORD 2107 NORD 2110</p> <p>PETR2200</p> <p>PETR2200</p>
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	<p>Inter-disciplinary peer presentations of research methods, data collected and outcomes produced based upon that data will be a regular feature of each module's development and summative assessment.</p>				
<p><b>Employment Related Skills:</b></p> <p>By the end of the programme students will be able to:</p> <ul style="list-style-type: none"> <li>• Undertake complex and non-routine performances tasks. (SEEC 2010 Level 5 Descriptor).</li> <li>• Analyse performance of self and others and suggest improvements. (SEEC 2010 Level 5 Descriptor).</li> <li>• Act with limited supervision and direction, within defined guidelines accepting responsibility for achieving personal and/or group outcomes and/or outputs. (SEEC 2010 Level 5 Descriptor).</li> </ul>	<p>See below</p>	<p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p> <p>1, 2, 3 &amp; 5</p> <p>1, 2, 3 &amp; 5</p>	<p>See below</p>	

<ul style="list-style-type: none"> <li>• The ability to assess own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. (SEEC 2010 Level 5 Descriptor).</li> <li>• Use feedback to adapt own actions to reach a desired aim and is able to review the impact. (SEEC 2010 Level 5 Descriptor).</li> <li>• Demonstrate competences in Standard 5 of the Skills for Health Core Standards for Assistant Practitioners (2009)</li> <li>• Communicate effectively including the use of IT skills, accurate record keeping, data entry, interpersonal skills, written and verbal effectiveness (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>• Support the care, protection and wellbeing of individuals (adults and children) (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>• Support personal development for themselves and others (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>• Reflect on and evaluate own values, priorities, interests and effectiveness(Core Competence and</li> </ul>		<p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 3, 4, 6 &amp; 7</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p>	<p>1, 2, 3 &amp; 5</p> <p>1, 2, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p>		
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<p>Knowledge Framework for AP HL Apprenticeship)</p> <ul style="list-style-type: none"> <li>● Promote Equality and Diversity (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>● Promote effective team working (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>● Promote, maintain and monitor health and safety in the work environment (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>● Apply infection prevention and control measures within their area of responsibility (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>● Act within the limits of their competence and authority (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>● Be able to conduct an assessment of the patient including routine admission(Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>● Undertake clinical measurements (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> </ul>		<p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p>	<p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p>		
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<ul style="list-style-type: none"> <li>Contribute to the identification of risks to individuals (patients) and others (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>Manage quality within their sphere of responsibility (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> <li>Promote effective nutrition and fluid balance (Core Competence and Knowledge Framework for AP HL Apprenticeship)</li> </ul> <p>SEEC Level 5 Descriptors for Higher Education (2010), QAA Subject Benchmark Statements for Health Studies (2008), (Core Competence and Knowledge Framework for AP HL Apprenticeship) &amp; Skills for Health Core Standards for Assistant Practitioners (2009)</p> <p><b>By the end of this module students will be able to demonstrate skills required for a threshold pass.</b></p> <ul style="list-style-type: none"> <li>Collaborate and plan as a team member and contribute to the work of a team. (QAA Health Studies Subject Benchmarks)</li> <li>Use information and communications technology competently and effectively in a range of applications to include</li> </ul>	<p><b>Primary:</b></p> <p>Workshops, lectures, clinical placements, objective structured clinical practice, seminars and observations will deliver the necessary overview to enable the student to research and produce outcomes responding to</p>	<p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>1, 2, 4 &amp; 6</p> <p>2 &amp; 7</p> <p>2, 4 &amp; 7</p>	<p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4 &amp; 5</p> <p>1, 2, 3, 4, 5 &amp; 6</p>	<p>Employment related skills are assessed via combination of learning journals and logs including IT based portfolios, essays, practical work presentations, seminars, practical</p>	<p>PETR2200</p> <p>NORD 2107 PETR2200 NORD 2109</p>
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HSC 23 – Develop your knowledge and practice	2, 4 & 7	1, 3 & 5	PETR2200
HSC 24 – Ensure your actions support the care, protection and well-being of individuals	2, 4 & 7	1, 3 & 5	PETR2200
HSC 234 – Ensure your actions support equality, diversity and responsibilities of others	2, 4 & 7	1, 3 & 5	PETR2200
HCS 241 – Contribute to the effectiveness of teams	2, 4 & 7	1, 3 & 5	PETR2200
M&LD 5 – Allocate and check work in your team	2, 4 & 7	1, 3 & 5	PETR2200
AG 2 – Contribute to care planning and review	2, 4 & 7	1, 3 & 5	PETR2200
CHS 118 – Form a professional judgement of an individual’s health condition	2, 4 & 7	1, 3 & 5	PETR2200
ENTO WRV1 – Make sure your actions contribute to a positive and safe working culture	2, 4 & 7	1, 3 & 5	PETR2200
GEN 4 – Prepare individuals for clinical/therapeutic activities	2, 4 & 7	1, 3 & 5	PETR2200
GEN 5 – Support individuals for clinical/therapeutic activities	2, 4 & 7	1, 3 & 5	PETR2200
GEN 6 – Prepare environment for clinical/therapeutic activities	2, 4 & 7	1, 3 & 5	PETR2200
GEN 7 – Monitor and manage the environment and resources during and after clinical/therapeutic activities	2, 4 & 7	1, 3 & 5	PETR2200
GEN 8 – Assist the practitioner to implement clinical/therapeutic activities	2, 4 & 7	1, 3 & 5	PETR2200
HSC 21 – Communicate and complete records for individuals	2, 4 & 7	1, 3 & 5	PETR2200
IPC 2 – Perform hand hygiene to prevent the spread of infection	2, 4 & 7	1, 3 & 5	PETR2200

<p><b>Practical Skills:</b></p> <p>By the end of the programme students will be able to:</p> <ul style="list-style-type: none"> <li>• Operate in predictable and defined contexts that require the use of given techniques and information sources. (SEEC Level 5 Higher Education Descriptor)</li> <li>• Work under distant guidance and work as lone workers where appropriate. (Skills for Health Core Standards (1.2) for Assistant Practitioners 2009).</li> <li>• Have literacy, language and numeracy skills in line with functional skills identified in the Skills for Health employability matrix for Career Framework Level 4. (Skills for Health Core Standards (2.4) for Assistant Practitioners 2009).</li> <li>• Work effectively within challenging health and social care environments. (Skills for Health Core Standards (2.5) for Assistant Practitioners 2009).</li> </ul>		<p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p>		

<ul style="list-style-type: none"> <li>• Manage their own role under guidance (Skills for Health Assistant Practitioner Core Standards (4.2))</li> <li>• Make suggestions for improvement to outcomes of their job (Skills for Health Assistant Practitioner Core Standards (4.2))</li> <li>• Demonstrate self-directed development and practice (Skills for Health Assistant Practitioner Core Standards (4.2))</li> <li>• Make judgements requiring a comparison of options (Skills for Health Assistant Practitioner Core Standards (4.2))</li> <li>• Plan straight forward tasks and work guided by standard operating procedures and protocols (Skills for Health Assistant Practitioner Core Standards (4.2))</li> <li>• Where applicable – undertake the ongoing supervision of the routine work of others and take some responsibility for the training of others (Skills for Health Assistant Practitioner Core Standards (4.2))</li> <li>• Where applicable – deliver training to others (Skills for Health Assistant Practitioner Core Standards (4.2))</li> </ul> <p>SEEC Level 5 Descriptors for Higher Education (2010), QAA Subject Benchmark Statements for Health Studies (2008) and</p>		<p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p>		
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<p>Skills for Health Core Standards for Assistant Practitioners (2009).</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Articulate opinions and formulate arguments effectively in speech and writing. (QAA Health Studies 2008 Subject Benchmark)</li> <li>• Learn independently and utilise some problem-solving skills. (QAA Health Studies Subject Benchmarks)</li> <li>• Use information and communications technology competently and effectively in a range of applications to include information gathering and retrieval. (QAA Health Studies Subject Benchmarks)</li> <li>• An ability to manage their role under guidance (Standard 4.2 - Core Standards for Assistant Practitioners)</li> <li>• Demonstrates the ability to make suggestions for improvement to outcomes of their job (Standard 4.2 Core Standards for Assistant Practitioners)</li> <li>• Demonstrates self-directed development and practice (Standard 4.2 Core Standards for Assistant Practitioner)</li> </ul>	<p><b>Primary:</b> Students will undertake several modules that require engagement with 'real' workplace activities notably in PETR2200 plus optional modules NORD 2114 and NORD 2115. The level of engagement varies from module to module some are theoretical but driven by sector mentoring others are practical engagements with sector practitioners and patients.</p> <p><b>Secondary/Supplementary:</b> Seminars and lectures by practitioners and teaching staff will set tasks and projects then develop the learning outcomes originating within the engagement with the student's clinical practice sector.</p>	<p>1, 2, 4 &amp; 7</p> <p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>2 &amp; 7</p> <p>2, 4, 6 &amp; 7</p> <p>2, 4, 6 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 2, 3, 4, 5 &amp; 6</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 3 &amp; 5</p> <p>1, 2, 3, 5 &amp; 6</p>	<p>Practical skills will be assessed via a combination of learning journals and logs including IT based portfolios, essays, bodies of work, presentations, seminar, practical assessment tasks, clinical practice opportunities and other performances or activities which will be observed and assessed.</p> <p>Sector related, professional communication techniques will be, explored through, clinical placements, clinical scenario training, seminars and workshops.</p> <p>Formative assessment points with attendant action planning will be timetabled at appropriate stages within each module.</p>	<p>NORD 2107 PETR2200 NORD 2109 NORD 2110</p> <p>NORD 2107 PETR2200 NORD 2109 NORD 2110</p> <p>NORD 2107 PETR2200 NORD 2109 NORD 2110</p> <p>PETR2200</p> <p>PETR2200</p> <p>PETR2200</p> <p>PETR2200</p>
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<ul style="list-style-type: none"> <li>• Demonstrates the ability to make judgements requiring a comparison of options (Standard 4.2 – Core Standards for Assistant Practitioners)</li> <li>• The ability to plan straight forward tasks and work guided by standard operating procedures and protocols (Standard 4.2 – Core Standards for Assistant Practitioners)</li> <li>• The undertaking (where appropriate) of ongoing supervision of the routine work of others (Standard 4.2 – Core Standards for Assistant Practitioners)</li> <li>• Demonstrates (where appropriate) the responsibility for the training of others and may deliver training where applicable (Standard 4.2 – Core Standards for Assistant Practitioners)</li> </ul>		<p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p> <p>1, 2, 4 &amp; 7</p>	<p>1, 2, 3, 5 &amp; 6</p> <p>1, 2, 3, 5 &amp; 6</p> <p>1, 2, 3, 5 &amp; 6</p> <p>1, 2, 3, 5 &amp; 6</p>		<p>PETR2200</p> <p>PETR2200</p> <p>PETR2200</p>
<p>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of programme: See Appendix 1</p>					

## 12. Work Based/Related Learning

<sup>4</sup> The provided table includes only a single line. This will need replicating for each WBL/WRL activity (i.e., placements / real-world industry provided problems to solve / visits / trade shows etc.). Additionally, the table should be replicated for each stage of the programme for clarity

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:

<b>FHEQ level: 4</b>					
<b>WBL/WRL Activity</b>	<b>Logistics</b>	<b>Prog Aim</b>	<b>Prog intended LO</b>	<b>Range of Assessments</b>	<b>Related Core Modules</b>

<p>Skills for Health Core Standards for Assistant Practitioners Standards 2 and 5</p>	<p>Within NORD 1126 Vocational Competence in Health and Social Care Practice Skills for Health Core Standard 2.4 and Core Standards 5 (CfA 105 &amp; 106) will be embedded to ensure that literacy, language and numeracy skills are in line with functional skills level 4 of the Skills for Health employability matrix for Career Framework</p>	<p>Programme aims 1, 2, 4 and 7 relate to the Assistant Practitioner Core Standards gained via NORD 1126</p>	<p>Programme intended learning objectives 1, 2, 3, 5 and 6 relate to the Core Standards via NORD 1126</p>	<p>Assessment will be a competency based personal and professional development portfolio/e-diary</p>	<p>NORD 1126 Vocational Competence in Health and Social Care Practice</p>
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<p>Skills for Health Core Standards for Assistant Practitioners Standards 4.2 &amp; 5</p>	<p>Within PETR1101 Understanding Practice Skills for Health Core Standards 4.2 &amp; 5 will be assessed by qualified clinical practitioners whilst learners are within the acute setting at North Devon District Hospital.</p>	<p>Programme aims 1, 2, 4 and 7 relate to the Assistant Practitioner Core Standards gained via PETR1101</p>	<p>Programme intended learning objectives 1, 2, 3, 5 and 6 relate to the Core Standards via PETR1101</p>	<p>Assessments will be a combination of actual observed practice under the supervision of a fully qualified practitioner and via a number of practical assessment tasks</p>	<p>PETR1101 Understanding Practice</p>
<p>Skills for Health Core Standards for Assistant Practitioners Standards 4.2 &amp; 5</p>	<p>Within NORD 1105 The Patient Journey and Care Process Skills for Health Core Standards 4.2 &amp; 5 will be assessed by qualified clinical practitioners whilst learners are within the acute setting at North Devon District Hospital.</p>	<p>Programme aims 1, 2, 4 and 7 relate to the Assistant Practitioner Core Standards gained via NORD 1105 The Patient Journey and Care Process</p>	<p>Programme intended learning objectives 1, 2, 3, 5 and 6 relate to the Core Standards via NORD 1105.</p>	<p>Assessments will be a combination of actual observed practice under the supervision of a fully qualified practitioner and via a number of practical assessment tasks</p>	<p>NORD 1105 The Patient Journey and Care Process</p>

<p>Care Learning Exchange Network Forum + 2 Steering group meetings. Representatives from a range of health and social care settings including multi-agency and multi-disciplinary teams will be involved with the discussion surrounding the content of the Forum. Focus on all aspects of health and social care with specific consideration given to current important contemporary issues. Will involve 8 hours of student time.</p>	<p>Once a year in October at Petroc the forum meets and all students are invited to the day and encouraged to network with employers and organisations</p>	<p>Programme aims 1, 2, 3, 4 &amp; 7</p>	<p>Programme intended learning objectives 1, 2, 3, 5 &amp; 6</p>	<p>Concept Fair and literature review– makes up both of the summative assessments for the NORD 1125 Concepts of Health and Wellbeing module.</p> <p>Reflective vocational and competency based journals and logs</p>	<p>NORD 1125 Concepts of Health and Wellbeing</p> <p>PETR1101 Understanding Practice</p> <p>NORD 1105 The Patient Journey and Care Process</p>
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<p>Training opportunities via the Devon Recovery Learning Community – a variety of training options are made available which range from 3 hours to 6 weeks of training options. Most of the training is free and focused upon mental health. All courses are certificated and all students have access to all training options.</p>	<p>All information held on the VLE via the programme page. Termly updates are provided by the Devon Recovery Learning Community and students are strongly encouraged to attend as many relevant training workshops as possible.</p>	<p>Programme aims 1, 2, 4 and 7</p>	<p>Programme intended learning objectives 1, 2, 3, 5 &amp; 6</p>	<p>Concept Fair and literature review– makes up both of the summative assessments for the NORD 1125 Concepts of Health and Wellbeing. Plus vocational and competency based reflective journals and logs</p>	<p>PETR1099 Foundations of Health and Social Care</p> <p>NORD 1125 Concepts of Health and Wellbeing</p> <p>PETR1101 Understanding Practice</p> <p>NORD 1105 The Patient Journey and Care Process</p>
<p>An explanation of this map: See Appendix 1</p>					

FHEQ level: 5					
WBL/WRL Activity	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)



<p>Skills for Health Core Standards for Assistant Practitioners Standards 4.2 &amp; 5</p>	<p>Within PETR2200 Clinical Competence and Patient Assessment the Skills for Health Core Standards 4.2 &amp; 5 will be assessed by qualified clinical practitioners whilst learners are within the acute setting at North Devon District Hospital.</p>	<p>Programme aims 1, 2, 4 and 7 relate to the Assistant Practitioner Core Standards gained via PETR2200</p>	<p>Programme intended learning objectives 1, 2, 3, 5 and 6 relate to the Core Standards via PETR2200</p>	<p>Assessments will be a combination of actual observed practice under the supervision of a fully qualified practitioner and via a number of practical assessment tasks</p>	<p>PETR2200 Clinical Competence and Patient Assessment</p>
<p>Care Learning Exchange Network Forum + 2 Steering group meetings. Representatives from a range of health and social care settings including multi-agency and multi-disciplinary teams will be involved with the</p>	<p>Once a year in October at Petroc the forum meets and all students are invited to the day and encouraged to network with employers and organisations</p>	<p>Programme aims 1, 2, 3, 4 &amp; 7</p>	<p>Programme intended learning objectives 1, 2, 3, 5 &amp; 6</p>	<p>Journal Article and Literature Review– makes up both of the summative assessments for the NORD 2107 Evidence Based Practice and Case Study summative assessment for NORD 2100 Public Health and Health</p>	<p>NORD 2107 Evidence Based Practice  NORD 2110 Public Health and Health Promotion</p>



discussion				Promotion	
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<p>surrounding the content of the Forum. Focus on all aspects of health and social care with specific consideration given to current important contemporary issues. Will involve 8 hours of student time.</p>					
<p>Training opportunities via the Devon Recovery Learning Community – a variety of training options are made available which range from 3 hours to 6 weeks of training options. Most of the training is free and focused upon mental</p>	<p>All information held on the VLE via the programme page. Termly updates are provided by the Devon Recovery Learning Community and students are strongly encouraged to attend as many relevant training workshops as possible.</p>	<p>Programme aims 1, 2, 4 and 7</p>	<p>Programme intended learning objectives 1, 2, 3, 5 &amp; 6</p>	<p>Journal Article and Literature Review– makes up both of the summative assessments for the NORD 2107 Evidence Based Practice and Case Study summative assessment for NORD 2100 Public Health and Health Promotion</p>	<p>NORD 2107 Evidence Based Practice  NORD 2110 Public Health and Health Promotion</p>



health. All courses are certificated and all students have access to all training options.

An explanation of this map:  
See Appendix 1

## **Appendix: 1. Learning, Teaching, Assessment Methods and Work Based Learning Guidance**

### **Work Based Learning**

Placements for non-NHS employed trainee assistant practitioners (TAPs) will be organised via the Petroc Care Academy Coordinator who will liaise with Northern Devon Healthcare NHS Trust senior ward managers to identify supernumerary placement positions. With the agreement of senior ward managers and workforce development education managers at Northern Devon Healthcare NHS Trust, placements will be allocated in a timely fashion prior to the start of the programme of study.

Petroc has a formal Work Placement Statement and Procedures policy available via the following link

<https://my.petroc.ac.uk/dashboard/panel/cms#/page/460236504> which details the formal process involved in securing work placements.

Each non-Northern Devon Healthcare NHS Trust employed trainee assistant practitioner (TAP) will be provided with a Northern Devon Healthcare NHS Trust Honorary Contract and will be allocated a clinical supervisor and will be guided by the same professional and legal regulations as Trust employed staff are guided by. Due to the nature of supernumerary posts and the additional capacity issues associated with such positions, Petroc will provide each non-NHS employed TAP with an academic supervisor who will act as a student advocate and academic mentor. Such a position will provide each non-employed TAP with additional support and the academic supervisor will act as an advocate who will liaise with Trust staff and clinical supervisors to ensure that strong and productive working relationships are formed between the non-employed member of staff and the employed clinical staff.

Placements for NHS employed trainee assistant practitioners (TAPs) will be inherently embedded within their own working week and therefore any additional placements will not be necessary unless specifically requested for by the TAPs line manager. If such a request was submitted for an employee of the NHS the same principles for the allocation of placements for non-NHS employed TAPs would be implemented.

Work-based learning is embedded within 4 core modules and two optional modules of the FdSc Health and Social Care Practice (Assistant Practitioner) programme. Specific clinical placement experience will be available for those students via Petroc's partnership with the Northern Devon Healthcare NHS Trust. Work-based clinical placements will consist of one day a week (8 hour) for full time students and half-day (4 hour) for part-time students at the North Devon District Hospital which will be in addition to the taught modules of the programme (see table below). Such placements will consist of a variety of different clinical settings where students can explore core and optional modules. Students on the programme will be able to access these work placement opportunities via the Petroc Care Academy Coordinator who will work in collaboration with the FdSc

Health and Social Care

Practice (Assistant Practitioner) programme manager and both the Clinical Training Manager and the Workforce Lead Coordinator at Northern Devon Healthcare NHS Trust. The eight hours per week (FT) or four hours (PT) spent on placement will enable students to gain the core standards for Assistant Practitioners outlined by Skills for Health and will inform the assessments within NORD 1126 Vocational Competence in Health and Social Care Practice, PETR1101 Understanding Practice, NORD 1105 The Patient Journey and Care Process and PETR2200 Clinical Competence and Patient Assessment plus the two optional modules.

In addition, both the Care Learning Exchange Network and Devon Recovery Learning Community opportunities, via professional networking and training courses, will facilitate evidence for the Concepts of Health and Wellbeing module in terms of informing students of cutting edge initiatives taking place in practice which could assist in both the Literature Review and the Concept Fair presentation and providing real-life reflective evidence for Foundations of Health and Social Care Practice, Understanding Practice, The Patient Journey and Care Process, Evidence Based Practice and Public Health and Health Promotion, modules.

<b>Care Learning Exchange Network and Devon Recovery Learning Community Work-Based Learning Requirements (Optional Additional Hours)</b>		
<b>Modules</b>	<b>Full Time Study</b>	<b>Part Time Study</b>
PETR1099 Foundations of Health and Social Care Practice	3 hours	2 hours
NORD 1125 Concepts of Health and Wellbeing	3 hours	2 hours
PETR1101 Understanding Practice	3 hours	2 hours
NORD 1105 The Patient Journey and Care Process	3 hours	2 hours
NORD 2107 Evidence Based Practice	3 hours	2 hours
NORD 2110 Public health & Health Promotion	3 hours	2 hours

It will be mandatory for all students who are given a conditional offer for the FdSc Assistant Practitioner: Health and Social Care programme to apply for a Disclosure and Barring Service (DBS) enhanced (with lists) check to ensure that they are safe to practice within health and social care settings where they will be in contact with vulnerable groups of individuals. Petroc will apply to the DBS for each applicant and once each applicant receives their DBS enhanced (with lists) check, Petroc will scrutinise the outcome. Whilst Petroc is awaiting the DBS outcome, each applicant will be asked to submit a Criminal Records Self

Declaration form in order to self-declare any previous or pending convictions as there is a delay of around four weeks prior to receiving DBS results. If any previous or pending convictions are declared, the applicants Criminal Records Self Declaration form will be



submitted to Petroc's Professional Issues Committee. A decision will be taken by the Committee and the offer of a place will not be confirmed until the outcome of the Committee is known and the fitness to practice of each applicant can be guaranteed. Work placements will only commence once DBS checks have been received and they have been scrutinised by both Petroc and work placement organisations to ensure that applicants are fit to practice.

### **Work Based Learning Guidance Document**

The Clinical Placement Induction and Work Based Learning Core Standards Portfolio guidance outlines the way in which the work based element of the FdSc Assistant Practitioner: Health and Social Care programme of study will be undertaken. The document will be available on the Petroc Moodle site and will cover the following areas:

- Professionalism
- Health and Safety at Work
- Code of Conduct
- Employer Agreement
- Validation of Core Standards
- Discrimination and Harassment Guidance
- Needs and Expectation Statement
- Employer Assessment Forms
- Core Standards Matrix Grids

### **Learning, teaching and assessment methods and strategies:**

The methods and strategies detailed below for both part-time and full-time programmes of study are built around the need to incorporate a variety of methods to ensure all students are engaged and focussed. They are taken from established pedagogy and allow different learning styles to be used to try to ensure all students learn. Visual, oral, aural and kinaesthetic methods are all to be found in the methods and strategies employed within the modules. The focus will be on learning and helping the student develop into an independent autonomous learner and competent practitioner.

### **Knowledge and Understanding**

Knowledge and understanding of health and social care practice is fundamental to the progression of students' professional development, education and abilities. The framework for building knowledge and understanding will be lectures where information is delivered by lecturers and clinical placements where students are observed in practice by qualified practitioners. Knowledge and understanding will be further developed by lecturers setting activities for students to prepare for seminars and practitioners setting tasks within the clinical environment. These activities will allow students to embed knowledge and deepen understanding.

This may be through activities such as application questions; group work, presentations, healthcare based clinical tasks such as objective structured clinical examinations or preparation of discussions. Students will be expected to research primary and secondary health and social care sources, but also wider reading of

newspapers and periodicals will be encouraged. To begin with, the activities

undertaken by the student will be heavily directed by the lecturer/practitioner, but as the course progresses, students will be expected to undertake more responsibility to self-direct (with appropriate guidance from lecturers/practitioners). Seminars, clinical tasks and other small group work will allow students to develop confidence in their learning with structured feedback from the lecturers/practitioners on the task and their performance.

At level 4, will be able to show knowledge and critical understanding of the well-established principles of health and social care practice and of the way in which those principles have developed. You will be able to apply your knowledge, understanding and skills within the context in which they were first studied, including in an employment context. You will also show that you can apply the main methods of enquiry in the subjects studied and evaluate critically the appropriateness of different approaches to solving problems in the field of study. In particular, you will have developed an ability to show that you have an understanding of the limits of your knowledge, and how this can influence your thoughts and decisions.

Your standard of communication in all the accepted forms related to your programme will be good and you will communicate well to a variety of audiences. You will be able to undertake further training, develop existing skills and acquire new competences so that you can assume significant responsibility within organisations. You will be able to show that you have qualities and transferable skills necessary for employment within the field of health and social care practice, and that you have developed significant levels of autonomy and abilities in decision-making.

Successful work at Level 5 will show that you can apply the knowledge, understanding and skills that you have developed at level 4 so that you can evaluate the appropriateness of different approaches to solving problems in some unpredictable situations. You will be able to show the qualities necessary for employment in situations requiring personal responsibility, autonomy and decision-making and that you can perform effectively in your chosen field.

You will be able to show knowledge and critical understanding of the well-established principles of the subjects you have studied and the core standards you have practiced and the way in which those principles have developed. You will be able to apply your knowledge, understanding and skills outside the context in which they were first studied, including in an employment context. You will also show that you can apply the main methods of enquiry in the subjects studied and evaluate critically the appropriateness of different approaches to solving problems in the field of study. In particular, you will have developed an ability to show that you have an understanding of the limits of your knowledge and core standards of practice, and how this can influence your thoughts and decisions.

Your standard of communication in all the accepted forms related to your programme will be good and you will communicate well to a variety of audiences. You will be able to undertake further training, develop existing skills and acquire new competences so that you can assume significant responsibility within organisations. You will be able to show that you have qualities and transferable

skills necessary for employment, and that you have developed significant levels of autonomy and abilities in decision-making

Assessment is carried out through a variety of methods such as, case studies, coursework, essays, presentations, academic posters, reflective logs, workplace engagement, literature reviews, clinical observations, objective structured clinical examinations etc. Formative work will also be undertaken to ensure that students are fully prepared for the summative assessments. All lecturers will ensure that students have the opportunity to practice on more than one occasion the type of assessment required in each module.

### **Cognitive and Intellectual skills**

These skills are of vital importance to students in developing lifelong skills transferable to any situation within health and social care practice. In keeping with their importance, emphasis will be placed on them from the commencement of the course. It is important that students recognise the various components, such as description, analysis, critical evaluation and synthesis and undertake focused activities to ensure their understanding and ability to translate theory into practice. Activities centered on seminar discussions and debates (for example how the impact of national policy affects regional and local activity especially within the field of health and social care practice) will build on knowledge whilst developing these skills.

Assessment is carried out in a variety of ways to prevent over emphasis on one or two particular skills. Problem questions, analysis, evaluation and critical evaluation, using the skills in oral applications, clinical tasks and through coursework will judge the students developing skills and also allow the students to be assessed in a balanced way, allowing students the opportunity to be assessed in ways which may play to their strengths.

It is recognised that these skills will need to be developed gradually over the 2 years of the full time route or 3 years of the part time route and therefore the detailed guidance that the students receive at level 4 will slowly reduce to enable the student to be far more independent and professionally competent by the end of level 5.

### **Key transferable skills**

Clear and effective written communication skills are developed throughout both part-time and full-time programmes of study through the formative assessment of written and oral work. This work may take a variety of forms - essays, debates, presentations, reflective logs, academic posters, clinical observations, objective structured clinical examinations etc. At the commencement of the course, the attention of students will be drawn to the need for effective written and verbal communication in induction and this will be further developed through seminars and students own independent study.

Oral communication, written presentations, core clinical standards and reflection practice skills are central to this course and are encouraged through discussions, debate, clinical practice tasks as well as presentations the students will make.

Information Technology is an essential part of life today and students' skills will be developed through the requirement to submit work through word processed essays and even through more advanced techniques such as excel and computer generated activities.

Group work is encouraged at both level 4 & 5. Formative assessment will take place in all modules to ensure students understand what is required of them and also, as practitioner, peer and self-assessment will play a considerable role, how to critically evaluate theirs and other students' performance. Students will undertake both individual and group presentations where they are required to give accurate peer assessment feedback, with guidance given by the lecturer to ensure fairness and accuracy. Group work is assessed at level 4 & 5 on both the part-time and full-time pathway to enable students to continue to develop and use essential employability skills.

A student as an independent and responsible learner is a key component of the course. At level 5 on both the part-time and full-time programme of study, it is anticipated that students will be increasingly autonomous especially in the planning, development and production of their final core standards of practice which involve a number of more autonomous tasks.

### **Practical and employment skills**

Many of the key transferable skills are also practical and employment skills. However, the four chosen here are skills which are transferable to many forms of employment but are specifically aimed at key components of the role of assistant practitioner within the health and social care practice environment.

Learning is centered on the students' healthcare practice tasks whilst in the acute health and social care environment as well as the traditional classroom environment and also via their own independent study which is developed further via seminars. Lectures and clinical environments provide the framework for students who are then able to practice those skills. Tasks such as essay writing, presentations, dissertation proposals, academic posters, clinical tasks and reflective logs will provide learning and also formative and summative assessment opportunities.

At Level 5 the guidance and assistance given by lecturers/practitioners will be less than would be the case at level 4 in order to allow students to not only develop their standards of practice in a far more autonomous manner but also to develop their own styles of essay writing, reflective logs, academic posters and oral presentations.

By their nature, the skills are a vehicle for assessing other skills such as knowledge and understanding. Such assessments are done through reflective practice logs, observed subjective clinical examinations, clinical observations, practical course work (presentation) and written essay work.

### **Number of assessments**

Possible further study at level 6 from this degree is possible and students may choose to progress to a level 6 top up BA/BSc Honours Professional Development (Health and Social Care) programme of study. Further employment opportunities outside the role of Assistant Practitioner to which this programme of study qualifies the individual to be available within the many areas of health and social care. Additional employment routes could also be found in education and business such as teaching assistants, school administration, county council business administration, special educational needs assistant etc. In consequence, to give students the widest possible skills and knowledge the intended learning outcomes (ILOs) are diverse and transferable. For example, the ability to present information and work effectively within a team is a key graduate skill which is highly valued by the majority of employers and their organisations.

In addition to skills it is vital to know that students have had the ability to understand the knowledge and as such it is considered appropriate to assess this in every module. Therefore there are a number of different types of assessments within the programme.

Whilst there are a number of assessments, students will be working all year on a number of projects. Students' will not have all their assessments at the end of the year. Coursework will be spread across the academic year for both full and part-time students.

## ASSESSMENT TABLE

### LEVEL 4 (Full Time)

<u>YEAR AND CREDITS</u>	<u>NAME OF MODULE</u>	<u>TYPE OF ASSESSMENT AND OVERVIEW OF CONTENTS</u>	<u>LINK TO LEARNING OUTCOMES AND PROGRAMME OUTCOMES.</u>
Year 1 20 Credits	Foundations of Health and Social Care Practice	Presentation	LO 1, 2, 3 & 4 20% Weighting
		Essay	LO 1, 2, 3 & 4 80% Weighting
Year 1 20 Credits	Human Growth and Development	Essay	LO 1, 2 & 3 60% Weighting
		Biological Log	LO 4 & 5 40% Weighting
Year 1 20 Credits	Concepts of Health and Wellbeing	Literature Review	LO1, LO2 & LO3 60% Weighting
		Concept Fair Presentation	LO4 & LO5 40% Weighting
Year 1 20 Credits	Vocational Competence in Health and Social Care Practice	Critical vocational reflection	LO1 & LO3 50% Weighting
		Competency based personal and professional development portfolio/e-diary	LO2 & LO4 50% Weighting
Year 1 20 Credits	Understanding Practice	Reflective Case Study Journal	LO1, LO2, LO3, LO4 & LO6 70% Weighting
		Professional Practice and Competency Log	LO5 30% Weighting

Year 1	The Patient Journey and Care Process	Competency Based Academic Poster	LO1, LO2, LO3 & LO4 60% Weighting
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20 Credits		Competency Based Personal Development Plan	LO5 & LO6 40% Weighting
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## **LEVEL 5 (Full Time)**

<b><u>YEAR AND CREDITS</u></b>	<b><u>NAME OF MODULE</u></b>	<b><u>TYPE OF ASSESSMENT AND OVERVIEW OF CONTENTS</u></b>	<b><u>LINK TO LEARNING OUTCOMES AND PROGRAMME OUTCOMES.</u></b>
Year 2 20 Credits	Evidence Based Practice	Literature Review	LO 1 & 4 60% Weighting
		Journal Article Report	LO 2 & 3 40% Weighting
Year 2 20 Credits	Clinical Competence and Patient Assessment	Essay	LO 1, 2 & 3 40% Weighting
		Patient Assessment Tasks	LO 4, 5, 6 & 7 60% Weighting
Year 2 20 Credits	Leadership and Ethics in Practice	Case Study	LO1 50% Weighting
		Debate	LO2 50% Weighting
Year 2 20 Credits	Public Health and Health Promotion	Essay	LO1, LO2 & LO5 40% Weighting
		Video Presentation	LO3, LO4, LO5 & LO6 60% Weighting
Year 2 20 Credits (Optional)	Long Term Conditions	Critical Good Practice Case Study	LO1, LO3 & LO5 60% Weighting
		Competency Log	LO2 & LO4 40% Weighting



Year 2 20 Credits (Optional )	Dementia and Cognitive Dysfunction	Dementia Awareness Guide	LO1 & LO2 30% Weighting
		Practice Log and Reflective Journal	LO3, LO4 & LO5

			70% Weighting
Year 2 20 Credits (Optional )	Practice Based Study	Competency Based Personal Development Portfolio	LO1 LO4 50% Weighting
		Reflective Essay	LO2 & LO3 50% Weighting
Year 2 20 Credits (Optional )	Tissue Viability	Essay	LO1, LO3, LO6 & LO7 50% Weighting
		Patient Assessment and Wound Management Tasks	LO2, LO4 & LO5 50% Weighting
Year 2 20 Credits (Optional )	The Management of the Plus Size Patient	Case Study	LO1, LO2, LO3, LO4 & LO7 70% Weighting
		Incident Management Assessments Logs	LO5 & LO6 30% Weighting
Year 2 20 Credits (Optional )	Working in Multidisciplinary Environments	Academic Poster	LO1 & LO2 40% Weighting
		Presentation	LO3, LO4 & LO5 60% Weighting
Year 2 20 Credits (Optional )	PHY 507 Physiotherapy Foundations 1	Clinical Examination	LO1, LO2, LO3 & LO4  100% Weighting

Year 2 20 Credits (Optional )	PHY 507 Physiotherapy Foundations 2	Essay	LO1, LO2, LO3 & LO4  100% Weighting
Year 2 20 Credits (Optional )	Occupational Studies: Foundations for Occupational Therapy Practice 1	Essay	LO1, LO2, LO3, LO4 & LO5 100% Weighting
Year 2	Occupational Studies:	Essay	LO1 & LO3 70% Weighting

20 Credits (Optional)	Foundations for Occupational Therapy Practice 2	Occupational Performance Analysis	LO2 & LO4 30% Weighting
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## **LEVEL 4 (First Year - Part Time)**

<b><u>YEAR AND CREDITS</u></b>	<b><u>NAME OF MODULE</u></b>	<b><u>TYPE OF ASSESSMENT AND OVERVIEW OF CONTENTS</u></b>	<b><u>LINK TO LEARNING OUTCOMES AND PROGRAMME OUTCOMES.</u></b>
Year 1 20 Credits	Foundations of Health and Social Care Practice	Presentation	LO 1, 2, 3 & 4 20% Weighting
		Essay	LO 1, 2, 3 & 4 80% Weighting
Year 1 20 Credits	Human Growth and Development	Essay	LO 1, 2 & 3 60% Weighting
		Biological Log	LO 4 & 5 40% Weighting
Year 1 20 Credits	Concepts of Health and Wellbeing	Literature Review	LO1, LO2 & LO3 60% Weighting
		Concept Fair Presentation	LO4 & LO5 40% Weighting
Year 1 20 Credits	Vocational Competence in Health and Social Care Practice	Critical vocational reflection	LO1 & LO3 50% Weighting
		Competency based personal and professional development portfolio/e-diary	LO2 & LO4 50% Weighting

## **LEVEL 4 & 5 (Second Year - Part Time)**

<b><u>YEAR AND CREDITS</u></b>	<b><u>NAME OF MODULE</u></b>	<b><u>TYPE OF ASSESSMENT AND OVERVIEW OF CONTENTS</u></b>	<b><u>LINK TO LEARNING OUTCOMES AND PROGRAMME OUTCOMES.</u></b>
Year 2  20 Credits (L4)	Understanding Practice	Reflective Case Study Journal	LO1, LO2, LO3, LO4 & LO6 70% Weighting
		Professional Practice and Competency Portfolio	LO5 30% Weighting
Year 2  20 Credits (L4)	The Patient Journey and Care Process	Competency Based Academic Poster	LO1, LO2, LO3 & LO4 60% Weighting
		Competency Based Personal Development Plan	LO5 & LO6 40% Weighting
Year 2  20 Credits (L5)	Evidence Based Practice	Literature Review	LO 1 & 4 60% Weighting
		Journal Article Report	LO 2 & 3 40% Weighting
Year 2  20 Credits (L5)	Clinical Competence and Patient Assessment	Essay	LO 1, 2 & 3 40% Weighting
		Patient Assessment Tasks	LO 4, 5, 6 & 7 60% Weighting

## **LEVEL 5 (Third Year - Part Time)**

<b><u>YEAR AND CREDITS</u></b>	<b><u>NAME OF MODULE</u></b>	<b><u>TYPE OF ASSESSMENT AND OVERVIEW OF CONTENTS</u></b>	<b><u>LINK TO LEARNING OUTCOMES AND PROGRAMME OUTCOMES.</u></b>
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Year 3 20 Credits	Leadership and Ethics in Practice	Case Study	LO1 50% Weighting
		Debate	LO2 50% Weighting

Year 3 20 Credits	Public Health and Health Promotion	Essay	LO1, LO2 & LO5 40% Weighting
		Video Presentation	LO3, LO4, LO5 & LO6 60% Weighting
Year 3 20 Credits (Optional )	Long Term Conditions	Critical Good Practice Case Study	LO1, LO2, LO3, LO4 & LO5  100% Weighting
Year 3 20 Credits (Optional )	Dementia and Cognitive Dysfunction	Dementia Awareness Guide	LO1 & LO2 30% Weighting
		Practice Log and Reflective Journal	LO3, LO4 & LO5 70% Weighting
Year 3 20 Credits (Optional )	Practice Based Study	Competency Based Personal Development Portfolio	LO1 LO4 50% Weighting
		Reflective Essay	LO2 & LO3 50% Weighting
Year 3 20 Credits (Optional )	Tissue Viability	Essay	LO1, LO3, LO6 & LO7 50% Weighting
		Patient Assessment and Wound Management Tasks	LO2, LO4 & LO5 50% Weighting
Year 3 20 Credits (Optional)	The Management of the Plus Size Patient	Case Study	LO1, LO2, LO3, LO4 & LO7 70% Weighting

)		Incident Management Assessment Logs	LO5 & LO6 30% Weighting
Year 3  20 Credits (Optional)	Working in Multidisciplinary Environments	Academic Poster	LO1 & LO2 40% Weighting
		Presentation	LO3, LO4 & LO5 60% Weighting

Year 2  20 Credits (Optional)	PHY 507 Physiotherapy Foundations 1	Clinical Examination	LO1, LO2, LO3 & LO4  100% Weighting
Year 2  20 Credits (Optional)	PHY 507 Physiotherapy Foundations 2	Essay	LO1, LO2, LO3 & LO4  100% Weighting
Year 3  20 Credits (Optional)	Occupational Studies: Foundations for Occupational Therapy Practice 1	Essay	LO1, LO2, LO3, LO4 & LO5 100% Weighting
Year 3  20 Credits (Optional)	Occupational Studies: Foundations for Occupational Therapy Practice 2	Essay	LO1 & LO3 70% Weighting
		Occupational Performance Analysis	LO2 & LO4 30% Weighting

## Appendix: 2 Ethical Considerations within Health and Social Care Research

Petroc and Northern Devon Healthcare NHS Trust will ensure that no primary research will be undertaken during the course of the programme unless there has been an approved submission for primary data collection via Petroc's/Northern Devon Healthcare NHS Trust Ethics Committee and subsequent approval given by the Ethics Committee.

### 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:** PETR1099                      **MODULE TITLE:** Foundations of Health & Social Care Practice  
**CREDITS:** 20                                      **FHEQ LEVEL:** 4                                      **HECOS CODE(S)** 100476  
**PRE-REQUISITES:**                              **CO-REQUISITES:** n/a                              **COMPENSATABLE:** Y  
**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module provides a comprehensive examination of contemporary health and social care provision within the United Kingdom. Factors which influence policy making and policy implementation will be exposed from a critical perspective which takes into consideration the global, national and regional dynamics which affect the way in which health and social care policy is constructed.

<b>ELEMENTS OF ASSESSMENT</b> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)	%	<b>C1</b> (Coursework)	80%	<b>P1</b> (Practical)	20%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

**Professional body minimum pass mark requirement:** n/a

**MODULE AIMS:** The module aims to raise awareness surrounding the political, socio- economic, global and technological context of change in health and social care. Throughout the module, contextual analysis of the historical developments associated with health and social care policy and provision will also be evaluated in order to synthesise material and develop judgement and critical awareness of current health and social care paradigms.

**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:

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
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.	LO1 & LO4
2. To explore the legal framework underpinning policy related to health and social care	LO2 & LO4
3. To raise awareness of the impact of changing policies and associated political perspectives on health and social care services.	LO3
4. To develop understanding about range of societal factors that affect the lives of individuals and groups.	LO2 LO3, LO4

<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b>
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn
<b>MODE OF DELIVERY:</b> blended learning	

Notes:



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### **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

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

### **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Paul Leal**

**NATIONAL COST CENTRE: 103**  
**OTHER MODULE STAFF:**  
<http://www.plymouth.ac.uk/staff/rboden> Shari Tomlinson, Phil Boardman, Hannah Rollins

#### **Summary of Module Content**

The structure of the NHS both historically and contemporary will be explored in light of politics, policy, socio-economic, technological and global factors especially in light of conceptual commentary on the notion of what health and social care means. As a central pillar of the module, health and social care policy and the dynamics of policy making in its own right will be explored with the intention of understanding the way in which health and social care provision has developed over time especially in terms of the dichotomy between social democratic welfare provision and neoliberal market philosophy. Furthermore, accountability, professionalism and the notion of compassionate and personalised health and social care provision will also be explored. The conceptual elements which underpin healthcare policy such as prevention, health promotion, new models of care and care pathways will also be explored in terms of their importance in affecting change within future policy formation.

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	30	Based on module aim and learning objectives
Seminars	10	Conceptual theories identified in the flipped classroom environment where groups introduce their theoretical knowledge and understanding
Discussions	10	Discussions based around health and social care policy formation and implementation
Guided Independent study	150	To research, read, discuss, prepare, and produce material for both assignments and classroom discussions, seminars and workshops

### SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	LO 1, 2,3 & 4 2000 word essay will consider health and social care policy and provision from a critical viewpoint and discuss the advantages and disadvantages of a number of approaches to health and social care	100%
Practical	LO 1, 2, 3, & 4 – 10 minute presentation will enable students to show their understanding of what has influenced a chosen area of current health and social care provision from both a historical and contextually current political standpoint.	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	LO 1, 2,3 & 4 2000 word essay will consider health and social care policy and provision from a critical viewpoint and discuss the advantages and disadvantages of a number of approaches to health and social care	80% 100%
Practical	LO 1, 2, 3, & 4 – 10 minute presentation will enable students to show their understanding of what has influenced a chosen area of current health and social care provision from both a historical and contextually current political standpoint	20% 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>		
<b>Updated by:</b> Hannah Rollins 24/04/2023	<b>Date:</b>	<b>Approved by:</b> Hannah Rollins Date: 24/04/2023



## Core Reading List

Burnham, A. (2013) A vision of whole person care for a 21<sup>st</sup> Century health and Care Service. Available at: [http://www.fabians.org.uk/wp-content/uploads/2013/07/Together\\_WEB.pdf](http://www.fabians.org.uk/wp-content/uploads/2013/07/Together_WEB.pdf) (Assessed : 1<sup>st</sup> April 2015)

Cameron, E., Mathers, J. and Parry, J. (2008) "Health and well-being": questioning the use of health concepts in public health policy and practice'. *Critical Public Health*, Vol.18(2), pp.225-232

Coles, L. and Porter, E. (2011) *Policy and Strategy for Improving Health and Wellbeing (Transforming Public Health Practice Series)* London: Learning Matters.

Delves-Yates, C. (Ed.) (2015) *Essentials of Nursing Practice*. London: Sage

El-Gingihy, Y. (2015) *How to dismantle the NHS in 10 Easy Steps*. Arlesford: John Hunt Publishing.

Glasby, J. (Ed.) (2012) *Commissioning for health and well-being: An Introduction*. London: Policy Press.

Greener, I. (2008) *Healthcare in the UK: Understanding Continuity and Change*. Bristol: The Policy Press.

Greener, I., Harrington, B.E., Hunter, D.J., Mannion, R. and Powell, M. (2014) *Reforming Healthcare: What's the Evidence?* Bristol: Policy Press.

Harvey, J. and Taylor, V. (Eds.) (2013) *Measuring Health and Wellbeing. (Transforming Public Health Practice Series)* London: Learning Matters.

Lynn, S.J., O'Donohue, W.T. and Lilienfeld, S.O. (2015) *Health, Happiness and Well-Being: Better Living Through Psychological Science*. London: Sage.

Naidoo, J. and Wills, J. (2009) *Health Promotion: Foundation for Practice* (3rd ed.) London: Bailliere Tindall.

Websites:

<http://www.england.nhs.uk/2014/11/13/leaders-transform/>

<http://www.kingsfund.org.uk/>

<https://www.gov.uk/government/organisations/department-of-health>

<http://www.scie.org.uk/>

## 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:** PETR1100

**MODULE TITLE:** Human Growth and Development

**CREDITS:** 20

**FHEQ LEVEL:**

**HECOS CODE(S) [max 3]:** 100476

**PRE-REQUISITES:** n/a

**CO-REQUISITES:** n/a

**COMPENSATABLE:** Y

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

This module will provide an introduction to the physical and psychological theories related to human growth and development. At the heart of the module will be the study of the life stages and the impact which disease pathology as well as the socio-economic factors have on human growth and development.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	

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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

**Professional body minimum pass mark requirement:** n/a

**MODULE AIMS:** The aims of the module are to enable understanding of the physical stages of human growth and development and the way in which biological and genetic factors affect such growth. To raise awareness of the psychological theories related to human growth and development. To identify socio-economic factors which influence human growth and 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:

<b>Assessed Module Learning Outcomes (ALOs)</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to</b>
1. Describe in detail the main stages of physical growth and development throughout the human life cycle	LO1
2. Demonstrate knowledge and understanding of the psychological theories which relate to human growth and development	LO2
3. Demonstrate knowledge of socioeconomic factors which may affect human growth and development	LO3
4. Demonstrate knowledge and understanding of the biological and genetic factors which affect human growth, physiological development and the ageing of the human body	LO4

<b>DATE OF APPROVAL:</b> 02/01/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
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<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Spring
<b>MODE OF DELIVERY:</b> Blended learning	

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**

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)



## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2023/24**  
**MODULE LEADER: Paul Leal**

**NATIONAL COST CENTRE:103**  
**OTHER MODULE STAFF:**  
<http://www.plymouth.ac.uk/staff/rboden> Phil Boardman, Shari Tomlinson, Hannah Rollins

### **Summary of Module Content**

- Human physical growth, ageing and development
- Development throughout all life stages
- Psychological theories related to human development
- Social factors which affect individuals
- The impact of physical health, mental health and learning disability conditions on human growth and development.
- Biological and genetic factors which affect human growth and development
- Human anatomy and physiology with reference to health and ill health, societal impacts and behaviour and lifestyle choices
- The impact of life chances and significant life events on the development of individuals, their families and their carers
- Genetic and genomic influences on individual development
- Nature nurture debate

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Based on module aim and learning objectives
Seminars	10	Group discussions based on analysis of life stage development theories
Workshops	10	Utilisation of theories within case studies and practice
Tutorial	10	Assignment guidance
Guided Independent Study	140	To research, read, discuss, prepare, and produce material for both assignments and classroom discussions, seminars and workshops

## SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Essay - LO1, LO2 & LO3 - 1500 Essay Biological Log - LO4 – 1000 word log	60% 40% 100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay 1500 Biological Log	60% 40% 100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Hannah Rollins Date: 24/04/2023	<b>Approved by:</b> Hannah Rollins Date: 24/04/2023

## 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:**  
NORD1125

**MODULE TITLE:** Concepts of Health and Wellbeing

**CREDITS:** 20

**FHEQ LEVEL:**

**HECOS CODE:** 100476

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** Yes

**CO-REQUISITES:**

N/A

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

The economic cost of ill health to western governments is currently unsustainable. Key conceptual thought surrounding paradigm shifts within societal constructs of health and wellbeing will be explored in relation to the processes of globalisation. The module will enable students to contextualise the aforementioned issues and build a systematic and in depth understanding of the concepts of health and wellbeing.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	60%	<b>P1</b> (Practical)	40%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:** Provide students with an understanding of the process of paradigmatic construction of western notions of health and wellbeing. To integrate within practice current awareness of social constructs that reinforce and fragment existing paradigms. Students will develop an ability to construct innovative conceptualisations of health and wellbeing within locally contextualised formats in order to explore potential future developments.

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Identify contemporary health and wellbeing paradigms from a number of appropriate critical perspectives</li> <li>2. Analyse the effects of contemporary social constructs at the forefront of health and wellbeing.</li> <li>3. Demonstrate an understanding of current social constructs which reinforce and/or fragment existing health and wellbeing paradigms</li> <li>4. Articulate from a base of critical understanding the possibility of future innovative developments within the concepts of both health and wellbeing</li> <li>5. Justify and evaluate the possibility of the creation of innovative and sustainable conceptualisation of health and wellbeing within a localised context.</li> </ol>	
<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Spring

### **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 <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Phil Boardman

**NATIONAL COST CENTRE:**  
**OTHER MODULE STAFF:** Paul Leal

### **Summary of Module Content**

Contemporary health and wellbeing paradigms will be explored in light of changing social and political dynamics especially in light of conceptual commentary on the notion of what health and wellbeing mean especially in terms of self-care, health promotion, health prevention and the notion of the co-production of care provision which sees the family increasingly integrated into the care process. As a central pillar of the module social policy and the drive towards personal responsibility, prevention of illness through health promotion and public health initiatives and emergent notions of sustainability, localism and devolution will be discussed. Global themes of health and wellbeing will also be considered especially within the context of the effects of health and social care provision in the future and the increased reliance on new digital technologies.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Based on module aim and learning objectives
Seminars	5	Conceptual theories identified in the flipped classroom environment where groups introduce their theoretical knowledge and understanding
Discussions	8	Discussions based around theoretical concepts and paradigms
Workshops	5	Assessment workshops
Tutorials	12	Supporting learners with their ideas surrounding both literature review and concept fair
Guided Independent Study	150	To research, read, discuss, prepare, and produce material for both assignments and classroom discussions, seminars and workshops
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Literature review - LO 1, 2 & 3 – 2000 word literature review will consider health and wellbeing perspectives and concepts from a critical viewpoint and bring to the forefront current evidence on existing health and wellbeing paradigms.	100%

Practical	Concept Fair Presentation - LO 4 & 5 – 10 minute Concept Fair presentation will propose from a base of critical evaluative knowledge the future	
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## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

### Core Reading List

- Aceijas, C. (2011) *Assessing Evidence to improve Population Health and Wellbeing (Transforming Public Health Practice Series)* London: Learning Matters.
- Blakeman, P. and Ford, L. (2012) Working in the real world: a review of sociological concepts of health and well-being and their relation to modern mental health nursing. *Journal of Psychiatric and Mental Health Nursing*, 2012, Vol.19(6), pp.482-491
- Cameron, E., Mathers, J. and Parry, J. (2008) 'Health and well-being': questioning the use of health concepts in public health policy and practice. *Critical Public Health*, Vol.18(2), pp.225-232
- Coles, L. and Porter, E. (2011) *Policy and Strategy for Improving Health and Wellbeing (Transforming Public Health Practice Series)* London: Learning Matters.
- Glasby, J. (Ed.) (2012) *Commissioning for health and well-being: An Introduction*. London: Policy Press
- Harvey, J. and Taylor, V. (Eds.) (2013) *Measuring Health and Wellbeing. (Transforming Public Health Practice Series)* London: Learning Matters.
- Lynn, S.J., O'Donohue, W.T. and Lilienfeld, S.O. (2015) *Health, Happiness and Well-Being: Better Living Through Psychological Science*. London: Sage.
- Naidoo, J. and Wills, J. (2009) *Health Promotion: Foundation for Practice (3rd ed.)* London: Bailliere Tindall.

## 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:**  
NORD1126

**MODULE TITLE:** Vocational  
Competence in Health and Social Care  
Practice

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:** 100476

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** No

**CO-REQUISITES:**

N/A

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

This module will introduce the learner to the core employability skills required in contemporary health and social care settings. Essential personal and professional skills sets and attributes will be contextualised to ensure that learners understand the way in which continual personal and professional development is absolutely essential for high quality patient care and effective multidisciplinary team working.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:**

To enable learners to develop knowledge, understanding and self-awareness within the essential skill sets, personal attributes and work-based competences including the Care Certificate which underpin the assistant practitioner role and which together ensure safe and high quality healthcare practice.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of a range of employability skills needed within the healthcare professions and the wider healthcare community, including those inherently linked with the role of Assistant Practitioner</li> <li>2. Demonstrate the ability to critically appraise own working practices, personal attributes and developing skills sets in order to objectively assess personal and professional development over time</li> <li>3. Evaluate the range of essential employability skills required within the role of the Assistant Practitioner and assess them in terms of how they impact on patient care and multidisciplinary team working</li> <li>4. Evaluate, by utilising models of reflection, your own professional practice</li> </ol>	
<b>DATE OF APPROVAL</b> 02/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn

### **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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## **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:** Phil Boardman

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:** Paul Leal

### **Summary of Module Content**

- Employment rights and responsibility
- Communication skills
- Employability skills
- Digital literacy approaches and new technologies
- Work based competencies
- The Care Certificate
- Reflective practice
- Models of reflection
- Continual Professional Practice
- Clinical Governance

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Based on module aim and learning objectives
Seminars	30	Flipped learning developing lecture content and placing into vocational context
Scheduled related visits	30	Relevant practice related vocational placement visits
Tutorials	30	One to one tutorial
Guided Independent Study	80	Research, Individual assignment work, group assignment reading and seminar focus groups
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay - LO1, LO3 & LO4 - 2000 words	50%
	PDP - Evaluative vocational reflection	50%

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## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

### Core Reading List

Cottrell, S. (2010) *Skills for Success: Personal Development and Employability Skills*. Basingstoke: Palgrave Macmillan.

Delves-Yates, C. (Ed) (2015) *Essentials of Nursing Practice*. London: Sage.

Jasper, M. and Rosser, M. (Eds) (2013) *Professional Development, Reflection and Decision-Making in Nursing and Healthcare: Vital Notes (Advanced Healthcare Practice)*. Chichester: Wiley Blackwell.

Jolley, J. (2013) *Introducing Research and Evidence-Based Practice for Nursing and Healthcare Professionals*. 2nd edn. Oxon: Routledge.

Ghaye, T. and Lillyman, S. (2008) *Learning Journals and Critical Incidents: Reflective Practice for Health Care Professionals*. London: Quay Books.

Norman, K. (Ed) (2008) *Portfolios in the Nursing Profession*. London: Quay Books.

Scott, I. and Spouse, J. (2013) *Practice Based Learning in Nursing, Health and Social Care: Mentorship, Facilitation and Supervision*. Chichester: Blackwell Publishing.

Wareing, M. (2015) *Becoming a Learner in the Workplace: A Students Guide to Practice and Work-Based Learning in Health and Social Care*. London: Quay Books.

## 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:** PETR1101                      **MODULE TITLE:** Understanding Practice  
**CREDITS:** 20                                      **FHEQ LEVEL:**                                      **HECOS CODE(S) [max 3]:** 100476  
**PRE-REQUISITES:** n/a                      **CO-REQUISITES:** n/a                      **COMPENSATABLE:** N  
**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will introduce not only the multidimensional role of an assistant practitioner but will also consider in depth the multifaceted dynamics of practice. Generic as well as field specific elements of practice will be investigated to develop a range of healthcare skills and build an appreciation of how important an integrated, holistic and flexible approach to professional practice is in the 21<sup>st</sup> Century.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

**Professional body minimum pass mark requirement:** n/a

**MODULE AIMS:**

To enable students to develop, build on and utilise knowledge in order to demonstrate a growing understanding of the multidimensional Assistant Practitioner role. Furthermore the module will also enable students to develop and then demonstrate a range of work based competencies linked with core national occupational standards in a safe, effective and professional manner.

**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. Understand the multidimensional role of an assistant practitioner	LO1
2. Evaluate the impact of working with a range of health professionals and environments	LO2

3. 1100 Identify and explain the impact of statutory and professional regulations, codes of practice and the principles of accountability in relation to individual practice	LO3
4. Demonstrate the ability to perform role specific work based competencies in a safe, effective and professional manner.	LO4 & LO5
5. Discuss the possible dilemmas of practice when working within a multi-professional and multi-disciplinary team	LO4

<b>DATE OF APPROVAL:</b> 02/01/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> All Year
<b>MODE OF DELIVERY:</b> blended learning	

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

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

#### **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2023/24**

**NATIONAL COST CENTRE: 103**

**MODULE LEADER: Phil Boardman**

**OTHER MODULE STAFF:**

<http://www.plymouth.ac.uk/staff/rboden>

**Shari Tomlinson, Paul Leal, Hannah Rollins**

### Summary of Module Content

Assistant Practitioner and other senior support workers such as the nursing associate's roles, responsibilities and boundaries will be explored and emphasis will be placed on understanding statutory regulations, national service frameworks and national occupational standards. Core clinical and work based competencies will be worked towards within multidisciplinary settings to ensure students practice is safe and effective. Professional expectations, accountability and the notion of the duty of candour will be rigorously embedded within all aspects of the module content. Furthermore, the investigation of how the organisational approach to health and safety and those systems, policies and procedures that remove, reduce or control risk to the health and well-being of all will be explored in light of professional practice, codes of conduct and regulation. In addition the module will also explore the need to manage workloads and the role of prioritising in the delivery of care in accordance with planned care which embraces the principles of dignity, equality, diversity and humanity. The importance of the delivery of care will be critically discussed with reference made to legislation, policies, and local ways of working.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and Seminars	30	Contact teaching time
Schedule Related Visits	60	Ward/department placements
Tutorial	30	One to one tutorials and clinical supervision
Guided Independent Study	80	Individual assignment work and assignment reading
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>

Coursework	Reflective Case Study Journal - LO1, 2, 3 and 4 – 1500 words	70%
	Professional practice and competency portfolio – LO5	30% 100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Case Study Journal - LO1, 2, 3 and 4 – 1500 words	70%
	Professional practice and competency portfolio – LO	30% 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>		
<b>Updated by:</b> Hannah Rollins	<b>Date:</b> 24/04/2023	<b>Approved by:</b> Hannah Rollins <b>Date:</b> 24/04/2023

### Core Reading List

Allen, K., McAleavy, J.M. and Wright, S. (2013) 'An evaluation of the role of the Assistant Practitioner in critical care'. *Nursing in Critical Care*, 18 (1), pp.14-22.

Benbow, W. and Jordan, G. (2015) *A Handbook for Student Nurses: Introducing Key Issues Relevant for Practice*. Banbury: Lantern Publishing Ltd.

Edmond, N., Aranda, K., Gaudoin, R. and Law, K. (2012) 'The 'assistant practitioner' as 'associate professional'? Professional development of intermediate roles in health and social care and education'. *Studies in Continuing Education*, 34(1), p.45-56.

Delves-Yates, C. (Ed) (2015) *Essentials of Nursing Practice*. London: Sage.

Skills for Health (2009) *Core Standards for Assistant Practitioners*. Available at:

[https://www.rcn.org.uk/data/assets/pdf\\_file/0004/286825/Core-Standards-for-APs.pdf](https://www.rcn.org.uk/data/assets/pdf_file/0004/286825/Core-Standards-for-APs.pdf) (Accessed: 19 September 2015).

Thurgate, C. (2012) 'A Role defined by local need: The band 4 assistant practitioner

qualification fuses the vocational and academic, but how can fitness to practise be measured?'.  
*Nursing Standard*, 26 (51), pp.70-2.

## 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:** **MODULE TITLE:** The Patient Journey and the Care  
**NORD1105** Process  
**CREDITS:** 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100476

**COMPENSATABLE:** No

**PRE-REQUISITES:** N/A

**CO-REQUISITES:**

N/A

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

This module identifies and promotes the principles of high quality, compassionate patient-centred care practice in relation to the patient journey. The recognition, assessment, planning, implementation and evaluation of the patient journey will be considered in light of historical developments, policy implementation and most importantly the care process within a multi-disciplinary working environment.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:** This module aims to evaluate the integrated working practices and components integral to the care process and the patient journey experience. Discussion and practice will be centred on the way in which multidisciplinary teams of health and social care practitioners work in partnership to assess, plan, implement, and evaluate the care process in practice and contribute to the continued improvement of the patient journey.

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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At the end of the module the learner will be expected to be able to:

1. Understand the historical developments of the care process
2. Evaluate contemporary health and social care policy directed towards patient care
3. Discuss the importance of multidisciplinary working practices in terms of the delivery of a high quality, compassionate and patient centred care process
4. Justify the patient journey model in terms of improved patient outcomes
5. Reflect upon the skills, tools, core standards and techniques which health and social care practitioners utilise whilst providing care and facilitating a safe and effective patient journey.

LO1, LO2, LO3 & LO4 & LO5

<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Summer

**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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Phil Boardman

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:** Paul Leal

### **Summary of Module Content**

- Historical overview of the care process
- Contemporary health and social care policy
- Models of care – person centred approach
- The Patient Journey – history, needs, wishes, self-care etc. and to include end of life care
- Assessment, planning, implementation and evaluation of care
- The patient perspective
- Patient, public involvement and consent
- Stereotyping, prejudice and compassionate care
- Diagnostic, decision making and problem solving skills
- Communicating findings, influencing change and promoting health and best practice
- Record keeping
- Confidentiality, equality, diversity, safety and security systems, policies and practices
- Definition of harm and abuse, appropriate forms of action, prevention and protection of individuals
- Duty of Care, whistle blowing & duty of candour
- Skills for Health Core Standards 5
- Mental Capacity Act and the Deprivation of Liberty Standards
- Concepts of choice, autonomy, empowerment, respect, holism, parity of esteem and empathy

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Based on module aim and learning objectives
Scheduled Related Visits	90	Ward/department placements
Tutorials	30	One to one tutorials/clinical supervision
Guided Independent Study	60	Research, Individual assignment work, reflection on practice, reading, peer reflection in student clusters
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Essay 2,500 words Competency Based Personal Development Plan	60% 40%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lesley Morris Date: 22/09/2022	Approved by: Lesley Morris Date: 22/09/2022

### Core Reading List

Baron, S. (2009) 'Evaluating the patient journey approach to ensure health care is centred on patients'. *Nursing Times*, 105 (22), pp.1-8.

Cavendish, C. (2014) *The Cavendish Review*. Available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/236212/Cavendish\\_Review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/236212/Cavendish_Review.pdf) (Accessed: 16 September 2015).

Delves-Yates, C. (Ed) (2015) *Essentials of Nursing Practice*. London: Sage.

Francis, R. (2013) *The Francis Report*. Available at: <http://www.nhsemployers.org/your-workforce/need-to-know/the-francis-inquiry> (Accessed: 16 September 2015)

Gwilym, W.R. and Machon, A. (2015) *Appreciative Healthcare Practice: A guide to compassionate, person-centred care*. Keswick: M&K Publishing.

Hayes, S. and Llewellyn, A. (2010) *The Care Process: Assessment, Planning, Implementation and Evaluation in Health and Social Care*. Exeter: Reflect Press Ltd.

Ozolins, J. and Grainger, J. (2015) *Foundations of Healthcare Ethics: Theory to Practice*. London: Cambridge University Press.

Smajdor, A. (2013) 'Reification and compassion in medicine: A tale of two systems'. *Clinical Ethics*. Available at: [http://www.annasmajdor.me.uk/compassion\\_pdf.pdf](http://www.annasmajdor.me.uk/compassion_pdf.pdf) (Accessed: 16 September 2015).

## 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.*

<b>MODULE CODE:</b> NORD2107	<b>MODULE TITLE:</b> Evidence Based Practice	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECOS CODE:</b> 100476
<b>PRE-REQUISITES:</b> N/A	<b>CO-REQUISITES:</b> N/A	<b>COMPENSATABLE:</b> Yes

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

The module will focus on developing the students understanding of different approaches to research in order to explore the concept of evidence based practice. Through analysis and synthesis of research based findings, via both qualitative and quantitative data collection models, the module will delve into the subjects of research methodology, the notion of reliability, validity, authenticity and research ethics.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
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<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:** Development of rigorous analysis and synthesis of practice, via the application of knowledge gained from a rigorous appraisal of evidence based practice, is essential for practitioners to understand in order to be able to make effective decisions which enhance patient care. This module aims to consolidate and extend the practitioners ability to critically appraise a range of healthcare related research literature and will ensure that practitioners understand the importance of utilising peer-review and authentic research findings for the continual evaluation and development of healthcare practice.

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the different research approaches to health and social care</li> <li>• Locate authentic, peer reviewed and valid research literature via a range of data repositories</li> <li>• Evaluate studies by accurately demonstrating knowledge of research methodologies, methods of data collection, analysis of findings and modes of presentation</li> <li>• Discuss professional and ethical considerations in evidence based healthcare</li> </ul>	<p>LO 2 &amp; LO 3</p> <p>LO 1 &amp; LO 4</p>
<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn

#### **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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Paul Leal

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:** Phil Boardman

### **Summary of Module Content**

Research methodologies will be explored in terms of governance and ethical frameworks as well as to the range of approaches within evidence based practice including quantitative, qualitative, post-qualitative and both critical and action research designs. Methods of data collection will be considered and also evaluated in terms of their validity, authenticity, reliability and depth of academic rigour. The analysis and presentation of findings will be explored along with an introduction to statistics and quality assurance frameworks as well as auditing processes. The reading, analysis, evaluation and synthesis of a range of research literature will underpin the content of the module to ensure that students develop their ability to appraise and critique data effectively. Healthcare research literature will also be assessed in terms of the ethical authenticity of the data collection methods employed and the mode in which the research narrative is represented especially in light of the advice provided by regulatory bodies such as NICE and the input of user involvement and peer review processes. Furthermore, there will be consideration given to the application and promotion of evidence based professional practice which places the individual and/or family/carer at the centre of care and exemplifies unconditional positive regard. In addition the module will identify how research, innovation and audit improve the quality of patient safety and care especially in relation to the challenges of the future.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Based on module aim and learning objectives
Discussions	25	Group discussions on research areas and lines of enquiry
Workshops	15	Methodology/data collection methods analysis

Guided Independent Study	130	Directed weekly reading, independent research, assignment planning and preparation,
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Journal Article Report/Project	40%
	Literature Review	60%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

#### Core Reading List

Aveyard, H. (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide*. Maidenhead: Open University Press.

Harvey, G. and Kitson, A. (2015) *Implementing Evidence-Based Practice in Healthcare: A Facilitation Guide*. Oxon: Routledge.



Jolley, J. (2013) *Introducing Research and Evidence-Based Practice for Nursing and Healthcare Professionals*. 2<sup>nd</sup> edn. Oxon: Routledge.

Melnyk, B. and Fineout-Overholt, E. (2014) *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice*. Amsterdam: Wolters-Klower.

Newell, R. and Burnard, P. (2011) *Research for Evidence-Based Practice in Healthcare*. Chichester: Willey-Blackwell.

Pooler, A. (2014) *An Introduction to Evidence-Based Practice in Nursing and Healthcare*. New York: Routledge.

Scott, I. and Spouse, J. (2013) *Practice Based Learning in Nursing, Health and Social Care: Mentorship, Facilitation and Supervision*. Chichester: Blackwell Publishing

### 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:** PETR2200                      **MODULE TITLE:** Clinical Competence and Patient Assessment  
**CREDITS:** 20                                      **FHEQ LEVEL:**5                                      **HECOS CODE(S) [max 3]:**  
**PRE-REQUISITES:** n/a                      **CO-REQUISITES:** n/a                                      **COMPENSATABLE:** N  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

<b>ELEMENTS OF ASSESSMENT</b> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)	%	<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60% Pass/Fail

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

**Professional body minimum pass mark requirement:** n/a

#### **MODULE AIMS:**

The aim of the module is to provide students with the understanding of how to effectively assess patients and deliver competent, safe and effective healthcare. By understanding how the body responds to illness and injury the student will become competent in observing, assessing, monitoring and recording vital signs. By recognising the early warning signs of the deteriorating patient, students will also understand how to respond effectively with appropriate and timely interventions.

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

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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. Understand how illness and injury impact on physiological functions	LO1
2. Evaluate the importance of safe and effective patient assessment methods	LO2
3. Understand the underlying principles for taking essential clinical measurements	LO3
4. Accurately assess, monitor and record vital physiological measurements by utilising track and trigger scoring systems and treatment escalation plans	LO4
5. Perform effective and accurate ABCDE assessments of the deteriorating patient & demonstrate competence in patient assessment and treatment techniques	LO5

<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b>
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> All Year
<b>MODE OF DELIVERY:</b> Blended learning	

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

- Office for Students, [Sector-recognised Standards](#)
- Office for Students, [Quality and Standards Conditions of Registration](#)
- [Subject benchmark statements](#)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2023/24**

**MODULE LEADER: Phil Boardman**

**NATIONAL COST CENTRE: 103**

**OTHER MODULE STAFF:**

<http://www.plymouth.ac.uk/staff/rboden> Shari Tomlinson, Hannah Rollins, Paul Leal

### **Summary of Module Content**

Detecting the early deterioration in a patient's physiological condition is an essential skill for assistant practitioners and the module will enable students to understand the different stages of patient assessment and the way in which the mechanism of injury and progression of illness can impact on the physiology of the human body. The taking, recording and acting upon clinical measurements will be a fundamental element of the module and students will appreciate the legal framework surrounding patient assessments such as obtaining consent, infection control and personal safety. Development and deployment of competency based immediate life support skills will also be demonstrated and the ability to work within and understand the clinical guidance and protocols associated with professional practice will also be embedded within the module content

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Classroom based activities centred on module aims and objectives
Scheduled Related Visits	60	Clinical practice
Tutorials	30	Clinical Supervision
Guided Independent Study	80	Reading and assignment preparation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name &amp; associated ALO</b>	<b>Component Weighting</b>
Coursework	Essay	100%
Practical	Simulated Assessment	100%

#### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Essay	% % 100%
Practical	Simulated Assessment	% % 100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Hannah Rollins      24/04/2023	<b>Date:</b> <b>Approved by:</b> Hannah Rollins Date: 24/04/2023

## **Core Reading List**

Bisson, J. (2012) *Patient Assessment*. London: Sage.

Boulanger, C. and Toghil, M. (2009) 'How to measure and record vital signs to ensure detection and deteriorating patients', *Nursing Times*, 105 (47), pp.10-12.

Elliot, M. and Coventry, A. (2012) 'Critical care: The eight vital signs of patient monitoring', *British Journal of Nursing*, 21 (10), pp.621-625.

Ingram, P. and Lavery, I. (2011) *Clinical Skills for Healthcare Assistants*. Chichester: Wiley-Blackwell.

Resuscitation Council (UK) (2021) *Immediate Life Support*. 5<sup>th</sup> ed. London: Resuscitation Council (UK).

Saxon, A. and Lillyman, S. (2011) *Developing Advanced Assessment Skills: Patients with Long Term Conditions*. Keswick: M&K Publishing.

Smith, J. and Roberts, R. (2011) *Vital Signs for Nurses: An Introduction to Clinical Observations*. Oxford: Wiley-Blackwell.

**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:**  
NORD2109

**MODULE TITLE:** Leadership & Ethics  
in Practice

**CREDITS:** 20  
**PRE-REQUISITES:** N/A  
**CO-REQUISITES:**

**FHEQ LEVEL:**

**HECOS CODE:** 100088  
**COMPENSATABLE:** Yes

N/A

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

This module will develop knowledge of the legal and ethical frameworks underpinning and governing healthcare practice. It will establish the importance of effective leadership and individual responsibility for practice and reinforce the concepts of accountability and liability and encourage the development of informed judgement and professional competence.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
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<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL** to which module should be linked: Assistant Practitioner

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

**MODULE AIMS:**

To provide students with a comprehensive understanding of the legal and ethical framework underpinning and governing practice. Students will be required to illustrate their own individual responsibilities in practice and demonstrate knowledge of effective leadership styles suitable for healthcare environments. In addition, students will have to demonstrate a recognition of, and adherence to, accountability, duty of candour and liability procedures.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the legal and ethical framework which underpins healthcare practice</li> <li>2. Demonstrate a thorough understanding of individual responsibilities in relation to legal and ethical procedures, policies and codes of practice</li> <li>3. Demonstrate a critical understanding and evaluation of effective leadership styles suitable for the healthcare environment</li> <li>4. Demonstrate a critical understanding of and adherence to the procedures relating to whistle-blowing, incident reporting and confidentiality in the workplace.</li> </ol>	<p>LO1 &amp; LO2 LO3 &amp; LO4</p>
<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Summer

**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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Phil Boardman

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

Legal and ethical frameworks of care will be explained and discussed to take into consideration the legalities associated with patient vulnerability, the safeguarding of children, the protection of vulnerable adults and the approaches taken when developing, monitoring, evaluating and improving service delivery. Investigations into the way in which leadership styles and models impact on the performance, actions and motivations of healthcare practitioners such as Assistant Practitioners and Nursing Associates will be discussed. Specific attention will be orientated towards how incidents are reported, how practitioners can be empowered to act (especially within a leadership or supervisory role) when clinical governance has broken down and how the protection and security of personal data and a detailed appreciation of the notion of confidentiality can be reinforced. Furthermore, ethical considerations will be given to the relationship which the Assistant Practitioner and other support workers such as nursing associates form with the patient as an advocate/in therapeutic alliance with the patient and as partner in care with the families and carers. The importance of how teams work together effectively to ensure service improvement, focus on unwarranted variation and enable the concept of providing the right care in the right place at the right time to flourish will be explored especially in light of the role of technological innovations associated with improving health outcomes for patients, saving time and money and in the use of information to support better decision making processes.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>
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<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	45	Based on module aim and learning objectives
Seminars	15	Utilisation of theories within case studies, scenarios, problem solving and practice
Discussions	15	Group discussions based on analysis of life stage development theories
Tutorials	10	Assignment guidance
Guided Independent Study	115	To research, read, discuss, prepare, and produce material for both assignments and classroom discussions, seminars and workshops
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Case Study Reflection	100%
Practical	Debate	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>

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

**Updated by:** Lesley Morris  
**Date:** 22/09/2022

**Approved by:** Lesley Morris  
**Date:** 22/09/2022

## **Core Reading List**

Avery, G. (2014) *Law and Ethics in Nursing and Healthcare: An Introduction*. London: Sage.

Bar, J. and Dowding, L. (2015) *Leadership in Healthcare*. London: Sage.

Donnelly, M. (2014) *Healthcare Decision Making and the Law: Autonomy Capacity and the Limits of Liberalism*. Cambridge: Cambridge University Press.

Melia, K. (2013) *Ethics for Nursing and Healthcare Practice*. London: Sage.

Ozolins, J.T. and Grainger, J. (2015) *Foundations of Healthcare Ethics: Theory to Practice*. Port Melbourne: Cambridge University Press.

Shale, S. (2011) *Moral Leadership in Medicine: Building Ethical Healthcare Organisations*. Cambridge: Cambridge University Press.

Sullivan, E.J. and Garland, G. (2013) *Practical Leadership and Management in Healthcare: for Nurses and Allied Health Professionals*. London: Pearson.

## 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:**  
NORD2110

**MODULE TITLE:** Public Health &  
Promotion

**CREDITS:** 20

**FHEQ LEVEL:**

**HECOS CODE:** 101317

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** Yes

**CO-REQUISITES:**

N/A

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

This module will consider, evaluate and analyse the symbiotic relationship which exists between public health and health promotion especially in terms of healthcare practice as a whole, personal responsibility, the care closer to home strategy and the changing nature of regional, national and global health challenges and political priorities.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
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**SUBJECT ASSESSMENT PANEL** to which module should be linked: Assistant Practitioner

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

**MODULE AIMS:**

The module aims to develop a critical understanding and synthesis of the theory, concepts and practical issues relating to both public health and health promotion.

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
At the end of the module the learner will be expected to be able to: 1. Demonstrate an understanding of the key conceptual elements of public health and health promotion 2. Understand the symbiotic relationship which exists between public health and health promotion strategies 3. Evaluate the importance of health promotion strategies within health and social care environments in terms of efficacy, effectiveness and efficiency 4. Judge the effectiveness of health promotion strategies and practice in a variety of settings 5. Demonstrate an in depth understanding of both public health and health promotion in terms of political priorities and local, national and global health challenges and own professional practice	LO1, LO2 & LO 5 LO3, LO4 and LO5
<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn

**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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Paul Leal

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

The public health and health promotion challenges faced both regionally, nationally and globally are enormous, and the global health architecture is complex. This module will take into consideration the theories, principles, models and approaches which underpin both public health and health promotion strategies. Key debates and challenges will be evaluated with specific focus towards how healthcare practitioners integrate and embed health promotion, prevention and public health initiatives/approaches within their own practice. The symbiotic relationship between public health and health promotion will be explored in order to understand the potential threat of antimicrobial resistance, climate change, and control of communicable and non-communicable diseases as well as the push towards activating personal responsibility and empowerment in terms of health and wellbeing throughout the life course. The 2015 Sustainable Development Goals and concomitant factors surrounding politics, health policy, trade, and environmental influences will be assessed in terms of how they impact on health promotion and public health strategies especially in terms of enabling healthcare practitioners to encourage movement towards healthier and happier lifestyles and to enable patients to shape their own decisions about their treatment and care.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Based on module aim and learning objectives
Seminars	15	Utilisation of theories within case studies and practice
Discussions	15	Group discussions based on analysis of life stage development theories
Workshops	20	Assignment guidance around production of video
Self-Directed Study	120	To research, read, discuss, prepare, and produce material for both assignments and classroom discussions, seminars and workshops
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Essay – will critically analyse public health challenges and health promotion strategies within a specific field of healthcare	40%
Practical	Video Presentation – 3-5 min innovative and creative health promotion resource for patients	60%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

### Core Reading List

Cropper, S., Porter, A., Williams, G., Carlisle, S., Moore, R., O'Neill, M., Roberts, C. and Snooks, H. (eds) (2007) *Community Health and Wellbeing: Action Research on Health Inequalities*. Bristol: The Policy Press.

Bogart, W.A. (2014) *Regulating Obesity? Government, Society and Questions of Health*. Oxford: Oxford University Press.

Baggot, R. (2010) *Public Health: Policy and Politics*. Basingstoke: Palgrave Macmillan.

Davies, S.E. (2010) *Global Politics of Health*. Cambridge: Polity Press.

Dixey, R. (2012) *Health Promotion: Global Principles and Practice*. Wallingford: CABI

Evans, D. and Coutsaftiki, D. (2014) *Health Promotion and Public Health for Nursing Students*. London: Sage.

Holland, S. (2014) Public Health Ethics. Cambridge: Polity Press.



Marmot, M. (2015) *The Health Gap: The Challenge of an Unequal World*. London: Bloomsbury Publishing.

Murry, A. and Clendon, J. (2014) *Community Health and Wellness: Primary Health Care in Practice*. Chatswood NSW: Elsevier.

Public Health England (2014) Global Health Strategy 2014-2019 Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/354156/Global\\_Health\\_Strategy\\_final\\_version\\_for\\_publication\\_12\\_09\\_14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354156/Global_Health_Strategy_final_version_for_publication_12_09_14.pdf) (Accessed: 23 September 2015).

Wills, J. (2014) *Fundamentals of Health Promotion for Nurses*. London: Wiley Blackwell.

## 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:**  
NORD2111

**MODULE TITLE:** Long Term Conditions

**CREDITS:** 20  
**PRE-REQUISITES:** N/A  
**CO-REQUISITES:**

**FHEQ LEVEL:**

**HECOS CODE:** 100476  
**COMPENSATABLE:** Yes

N/A

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

This module is designed to provide the underpinning knowledge and skills to implement effective evidence based care in the practice and management of long term conditions.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:**

The module aims to provide learners with an understanding and appreciation of how to plan for and manage the effective care of patients who have long term conditions. Learners will be able to develop a range of competences required by an assistant practitioner for the effective management of long term conditions as well as understanding the vital importance which the application of evidence based practice has on the successful management of long term conditions.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and critical understanding of a range of long term conditions</li> <li>2. Demonstrate competences within a range of skills which are essential for the treatment and management of long term conditions</li> <li>3. Understand and recognise the importance of implementing, via demonstration, the application of ethically sound evidence based health promotion advice to patients and their carers</li> <li>4. Work collaboratively, as part of a multi-disciplinary and integrated team, to deliver high quality, person-centred care which is safe and effective and promotes patient independence</li> <li>5. Demonstrate critical knowledge of safeguarding and confidentiality procedures whilst providing care for individuals with long term conditions</li> </ol>	<p>LO1, LO3, &amp; LO5</p> <p>LO2 &amp; LO4</p>
<p><b>DATE OF APPROVAL:</b> 02/2016</p>	<p><b>FACULTY/OFFICE:</b> Academic Partnerships</p>
<p><b>DATE OF IMPLEMENTATION:</b> September 2016</p>	<p><b>SCHOOL/PARTNER:</b> Petroc</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> Spring</p>

### 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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Paul Leal

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

The NHS strategic framework for integrated care the House of Care model will be at the very heart of this module and will enable learners to appreciate the need for a joined-up and collaborative approach to the management, care and treatment of long-term conditions. Relevant guidance, codes of practice and current political and ethical perspectives will be taken into consideration when considering the way in which the delivery of care is undertaken. The management of care will look in depth at the different models of care and provide the learner with an appreciation of how to work effectively within multidisciplinary teams, how to promote and encourage independence, promote health literacy and how the NHS outcomes framework impacts on how services are commissioned. The aetiology of long term conditions will also be examined and the impact on the anatomy and physiology of the human body will be explored.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Classroom based activities centred on module aims and objectives
Scheduled Related Visits	60	Clinical practice
Tutorials	30	Clinical Supervision
Guided Independent Study	80	Reading and assignment preparation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Critical Good Practice Essay Competency Log	60% 40%

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## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

### Core Reading List

Carrier, J. (2015) *Managing Long Term Conditions and Chronic illness in Primary Care: A Guide to Good Practice*. London: Routledge.

Coulter, A., Roberts, S. and Dixon, A. (2013) *Delivering Better Services for People with Long Term Conditions: Building the House of Care*. Available at: [http://www.kingsfund.org.uk/sites/files/kf/field/field\\_publication\\_file/delivering-better-services-for-people-with-long-term-conditions.pdf](http://www.kingsfund.org.uk/sites/files/kf/field/field_publication_file/delivering-better-services-for-people-with-long-term-conditions.pdf) (Accessed: 23 September 2015).

Lloyd, C. and Heller, T. (2012) *Long Term Conditions: Challenges in Health and Social Care*. London: Sage.

Lorig, K. (2014) *Self-Management of Long Term Health Conditions*. Boulder: Bull Publishing Company.

NHS England (2015) Domain 2: Enhancing quality of life for people with long-term conditions. Available at: <http://www.england.nhs.uk/resources/resources-for-ccgs/out-frwrk/dom-2/> (Accessed: 23 September 2015).

Nicol, J. (2011) *Nursing Adults with Long Term Conditions*. Exeter: Learning Matters Ltd.

Saxon, A. and Lillyman, S. (2011) *Developing Advanced Assessment Skills: Patients with Long Term Conditions*. Cumbria: M&K Publishing.

Skills for Health (2009) *Core Standards for Assistant Practitioners*. Available at: <https://www.rcn.org.uk/>

[data/assets/pdf\\_file/0004/286825/Core-Standards-for-APs.pdf](data/assets/pdf_file/0004/286825/Core-Standards-for-APs.pdf) (Accessed: 23 September 2015).

The Kings Fund (2015) *Long Term Conditions and Multi-Morbidity*. Available at:  
<http://www.kingsfund.org.uk/time-to-think-differently/trends/disease-and-disability/long-term-conditions-multi-morbidity> (Accessed: 23 September 2015).

## 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:**  
NORD2112

**MODULE TITLE:** Dementia and  
Cognitive Dysfunction

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 101329

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** Yes

**CO-REQUISITES:**

N/A

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

This module will provide knowledge and understanding in the aetiology of dementia and cognitive dysfunction. The associated physiological and psychological impacts of dementia and cognitive dysfunction upon the health of the patient and their families will be investigated as well as providing the healthcare practitioner with an understanding and appreciation of the holistic caring approach to living well with dementia.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:**

The module aims to provide learners with a holistic appreciation of the long term implications of dementia and cognitive dysfunction on the health and wellbeing of patients and their families. Key principles of care will be integrated into the living well with dementia model and investigations will be carried out into how healthcare practitioners can understand and promote the principles of dementia friendly communities. Additional appraisal and critical analysis of safeguarding guidance, dietary needs, environmental considerations, multidisciplinary teams and policy frameworks associated with dementia care will also be investigated.



Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>. At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the aetiology of dementia, delirium and cognitive dysfunction</li> <li>2. Demonstrate an awareness of different models of care for individuals with dementia and cognitive dysfunction</li> <li>3. Evaluate and synthesise information concerning the importance of promoting health and wellbeing for patients and their families who are affected by dementia and or cognitive dysfunction</li> <li>4. Analyse dementia policy strategies and judge their effectiveness against current statistical and theoretical evidence</li> <li>5. Judge with analytical awareness the impact of dementia and cognitive dysfunction on local communities, integrated services and policy formation.</li> </ol>	<p>LO1 &amp; LO2</p> <p>LO3, LO4 &amp; LO5</p>
<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2016	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Spring

### **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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Phil Boardman

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

The aetiology of dementia, delirium and cognitive dysfunction will be explored with emphasis placed on the need to understand the lifestyle factors which may contribute to cognitive dysfunction. The notion of care closer to home will underpin the need to focus on dementia friendly community assets which can support healthcare practitioners in providing effective and safe care. Different models of care including therapeutic approaches such as validation, reality orientation, distraction and meaningful occupation will be critically evaluated in order to ensure learners have a holistic knowledge and understanding of how to promote health and wellbeing for patients with dementia and also their families. Government strategy and policy will also be explored in terms of future effectiveness, impact on service delivery and the way in which it helps to promote safe, effective and compassionate care, increased community understanding of dementia and the promotion of pioneering research within the field of cognitive dysfunction.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Classroom based activities centred on module aims and objectives
Discussions	10	Peer cluster group practice discussions
Tutorials	10	Clinical Supervision
Scheduled related visits	60	Clinical practice
Guided Independent Study	90	Reading and assignment preparation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Demential awareness guide Practice log and reflective journal	30% 70%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

## Core Reading List

Alzheimer's Society (2014) *Safeguarding Adults with Dementia: Recognising Adult Abuse*. London: Alzheimer's Society.

Andrews, J. (2015) *The One Stop Guide: Practical advice for families, professionals and people living with dementia and Alzheimer's disease*. London: Profile Books Ltd.

Baker, C. (2014) *Developing Excellent Care for People Living with Dementia in Care Homes*. London: Jessica Kingsley Publishers.

Dementia Services Development Centre (2014) *10 Helpful Hints for Dementia Friendly Communities*. Stirling: University of Stirling.

Department of Health (2014) *Dementia Revealed: What Primary Care Needs to Know*. Available at: <http://www.england.nhs.uk/wp-content/uploads/2014/09/dementia-revealed-toolkit.pdf> (Accessed: 23 September 2015).

Dewing, J., McCormack, B. and Titchen, A. (2014) *Practice Development Workbook for Nursing, Health and Social Care Teams*. Chichester: Wiley Blackwell.

Downs, M. and Bowers, B. (eds) (2014) *Excellence in Dementia Care: Research into Practice*. Maidenhead: Open University Press.

Keady, J., Clarke, C. and Adams, T. (eds) (2003) *Community Mental Health Nursing and Dementia Care: Practice Perspectives*.

Kitwood, T. (2007) *Tom Kitwood on Dementia: A Reader and Critical Commentary*. Maidenhead: Open University Press.

McCormack, B., Manley, K. and Titchen, A. (2013) *Practice Development in Nursing and Healthcare*. Chichester: Wiley Blackwell.

McCormack, B., Borg, M., Cardiff, S., Dewing, J., Jacobs, G., Janes, N., Karlsson, B., McCance, T., Mekki Elin, T., Porock, D., Lieshout, F.V. and Wilson, V. (2015) 'Person-centeredness – the 'state' of the art', *International Practice Development Journal*, Vol 5 (1), pp. 1-16.

National Institute for Health and Care Excellence (2010) *Delirium: prevention, diagnosis and management*. Available at: <https://www.nice.org.uk/guidance/cg103> (Accessed: 13th November 2015).

Nicol, J. (2015) *Nursing Adults with Long Term Conditions*. London: Sage.

Rahman, S. (2015) *Living Better with Dementia: Good Practice and Innovation for the Future*. London: Jessica Kingsley Publishers.

Saunders, N. (2015) *Nursing: Holding loved ones close to heart – Care, Memory, Ageing, Healthcare*. London: Sage.

Sujata, R. and Davidson, S. (2014) *Dementia and Cognitive Decline: A Review of the Evidence* Available at: [http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/Cognitive\\_decline\\_and\\_dementia\\_evidence\\_review\\_Age\\_UK.pdf?dtrk=true](http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/Cognitive_decline_and_dementia_evidence_review_Age_UK.pdf?dtrk=true) (Accessed: 23 September 2015) NHS England (2015) Commissioning for Quality and Innovation (CQUIN) Guidance for 2015/16. Available at: <http://www.england.nhs.uk/wp-content/uploads/2015/03/9-cquin-guid-2015-16.pdf> Accessed: 25 September 2015).

## 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:**  
NORD2113

**MODULE TITLE:** Practice Based Study

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100476

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** Yes

**CO-REQUISITES:**

N/A

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

An opportunity for students to develop their practice, integrating analysis and application of knowledge within a variety of health and social care practice environments. Students will build on competency based experience already gained in other modules and will direct their attention towards developing an area of future vocational interest.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL** to which module should be linked: Assistant Practitioner

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

- **MODULE AIMS:** To enable learners to study and reflect upon health and social care practice
- To enable students to carry out an independent study on a chosen area of professional practice based in the workplace
- Develop a range of additional work based competencies

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Arrange and complete a work placement specific to health and social care practice</li> <li>2. Critically self-evaluate learning and knowledge specific to a chosen work-based area of study</li> <li>3. Using reflective skills, assess practice skills acquired and identify areas for continuing personal and professional development</li> <li>4. Develop and gain additional healthcare competencies</li> </ol>	LO1, LO2, LO3 & LO4
<b>DATE OF APPROVAL:</b> 02/2016	LO2, LO4 & LO5
<b>DATE OF IMPLEMENTATION:</b> 09/2017	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Spring

### **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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Kelly Hudson

**NATIONAL COST CENTRE:** 103

**OTHER MODULE STAFF:**

## Summary of Module Content

- Work-related skills and transferable skills
- Setting up a work-based practice experience
- Creating/maintaining a personal and professional development portfolio
- Planning and setting objectives
- Evaluation and reflection
- Linking theory to practice
- Continuing Professional Development

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Classroom based activities centred on module aims and objectives
Scheduled related visits	60	Clinical practice
Tutorials	10	Clinical supervision
Guided Independent Study	85	Reading and assignment preparation
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Competency Based Personal Development Portfolio	50%
	Reflective Essay	50%
		100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>



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<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

**Core Reading List**

Dealey, C. (2012) *The Care of Wounds: A Guide for Nurses*. Chichester: Wiley-Blackwell.

Dziedzic, M.E. (2014) *Fast Facts about Pressure Ulcer Care for Nurses: How to Prevent, Detect and Resolve them in a Nutshell*. New York: Springer Publishing Company.

Flanagan, M. (ed.) (2013) *Wound Healing and Skin Integrity: Principles and Practice*. Chichester: Wiley-Blackwell.

Hampton, S. and Collins, F. (2003) *The Prevention, Treatment and Management of Wounds*. London: Sage.

Howatson-Jones, L., Standing, M. and Roberts, S. (2015) *Patient Assessment and Care Planning in Nursing*. London: Sage.

Peate, I. and Glencross, W. (2015) *Wound Care at a Glance*. Chichester: Wiley-Blackwell.

Shearman, C. (2015) *Management of Diabetic Foot Complications*. London: Springer-Verlag.

## 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:**

NORD2114

**MODULE TITLE:** Tissue Viability

**CREDITS:** 20

**PRE-REQUISITES:** N/A

**FHEQ LEVEL:** 5

**CO-REQUISITES:**

N/A

**HECOS CODE:** 100476

**COMPENSATABLE:** No

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

This module will provide the learner with knowledge and understanding surrounding the importance of maintaining skin integrity. It will also enable the learner to build competence in the management of patients with acute, chronic and complex wounds and provide them with an appreciation as well as an in depth knowledge of the prevention and management of pressure damage as well as the facilitation of wound healing.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:** The module aims to facilitate, via knowledge and understanding, the importance of skin integrity and tissue viability services. The module will provide learners with the competencies to manage and treat compromised tissue as well as the knowledge, understanding and skills needed to prevent tissue breakdown.

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the physiological mechanisms in relation to relevant systems which underpin the maintenance of skin integrity</li> <li>2. Demonstrate understanding of the importance of tissue viability services to the health and wellbeing of patients</li> <li>3. Understand the aetiology of tissue breakdown and infection</li> <li>4. Demonstrate competence in the management and treatment of compromised tissue including leg and pressure ulcers</li> </ol> <p>Evaluate the importance of multidisciplinary and integrated service delivery for the management, treatment and prevention of tissue breakdown.</p>	<p>LO1 and LO3 LO2, LO4 &amp; LO5</p>
<p><b>DATE OF APPROVAL:</b> 02/2016</p>	<p>LO2, LO4 &amp; LO5</p>
<p><b>DATE OF IMPLEMENTATION:</b> September 2016</p>	<p><b>SCHOOL/PARTNER:</b> Petroc</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> Spring</p>

#### **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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:**

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

The module will expose the learner to the anatomy and physiology of the skin, wound aetiology, the maintenance of skin integrity and the possibilities of skin breakdown. Wound assessment, wound bed preparation, the decision making process and wound management will form an integral part of the teaching discussions and competency based activities. Interdisciplinary wound management and risk assessment tools will be explored, production selection and pressure reduction versus pressure relief debates will be assessed along with the political and social influences of wound care management. The ethical governance of wound management and general care of people with damaged tissue will also be analysed in depth.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Based on module aim and learning objectives
Discussions	15	Peer cluster group meetings
Schedule related visits	60	Ward/department placements
Tutorials	10	One to one tutorials/clinical supervision
Guided Independent Study	85	Research, Individual assignment work, reflection on practice, reading, peer reflection in student clusters
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Essay	Essay	100%
Practical	Patient Assessment and Wound Management Evaluation Task	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

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

**Updated by:** Lesley Morris

**Date:** 22/09/2022

**Approved by:** Lesley Morris

**Date:** 22/09/2022

### Core Reading List

Dealey, C. (2012) *The Care of Wounds: A Guide for Nurses*. Chichester: Wiley-Blackwell.

Dziedzic, M.E. (2014) *Fast Facts about Pressure Ulcer Care for Nurses: How to Prevent, Detect and Resolve them in a Nutshell*. New York: Springer Publishing Company.

Flanagan, M. (ed.) (2013) *Wound Healing and Skin Integrity: Principles and Practice*. Chichester: Wiley-Blackwell.

Hampton, S. and Collins, F. (2003) *The Prevention, Treatment and Management of Wounds*. London: Sage.

Howatson-Jones, L., Standing, M. and Roberts, S. (2015) *Patient Assessment and Care Planning in Nursing*. London: Sage.

Peate, I. and Glencross, W. (2015) *Wound Care at a Glance*. Chichester: Wiley-Blackwell.

Shearman, C. (2015) *Management of Diabetic Foot Complications*. London: Springer-Verlag.

## 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:** NORD2115

**MODULE TITLE:** The Management of the Plus Size Patient

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100476

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** No

**CO-REQUISITES:**

N/A

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

This module will enable students to become knowledgeable and analytically aware of the many risks associated with the management of the plus size patient due to their weight, size, shape and impaired health and/or mobility.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:** The module aims to develop knowledge and understanding within the many factors which contribute to weight gain, obesity and morbid/super obesity. The contributory factors will be assessed and evaluated in terms of the long term health effects such conditions have on the human body. The effective and safe management of the plus size patient within different health and social care environments will be explored. In addition the way in which healthcare practitioners can impact positively via knowledge of health promotion on the way in which such conditions can be effectively managed by the patient will be critically evaluated.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the aetiology of obesity, morbid obesity and super obesity and how obesity-related health conditions can impact on physiological function, patient wellbeing and life expectancy</li> <li>2. Understand how to effectively plan for, assess, monitor and record information relating to the care of the plus size patient and their associated medical complications</li> <li>3. Evaluate how the management of the plus size patient can impact on health and social care practice</li> <li>4. Demonstrate knowledge and competence in safe and effective patient handling techniques as well as within the selection and use of specialised patient handling equipment for the plus size patient</li> <li>5. Evaluate how the healthcare practitioner can effectively embed lifestyle and behavioural modification techniques in to their own practice whilst caring for the plus size patient</li> </ol>	<p>LO1, LO2, LO3, LO5 and LO4</p>
<p><b>DATE OF APPROVAL:</b> 02//2016</p>	<p><b>FACULTY/OFFICE:</b> Academic Partnerships</p>
<p><b>DATE OF IMPLEMENTATION:</b> September 2016</p>	<p><b>SCHOOL/PARTNER:</b> Petroc</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> Spring</p>

### **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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## **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:**

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:**

### **Summary of Module Content**

The module will expose the learner to the aetiology of obesity, morbid obesity and super obesity and the many factors which are linked to the impacts that such conditions have not only on the long term physical and mental wellbeing of the patient but also on the practice which is provided by healthcare practitioners. The planning, assessment, monitoring and recording of plus size patient care and the information linked to this will be investigated along with a detailed look at the management of the plus sized patient in terms of legislation, health promotion, patient handling techniques, mental health and multidisciplinary and integrated health and social care teams.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Based on module aim and learning objectives
Discussions	10	Peer cluster group meetings
Scheduled related visits	60	Ward/department placements
Tutorials	10	One to one tutorials/clinical supervision
Guided Independent Study	90	Research, Individual assignment work, reflection on practice, reading, peer reflection in student clusters
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Case Study	70%
	Incident Management Assessment Logs	30%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

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

**Updated by:** Lesley Morris

**Date:** 22/09/2022

**Approved by:** Lesley Morris

**Date:** 22/09/2022

### Core Reading List

Bogart, W.A. (2014) *Regulating Obesity? Government, Society and Questions of Health*. Oxford: Oxford University Press.

Disabled Living Foundation (2006) '*Choosing equipment for the heavier person (known by professionals as bariatrics)*' DLF Factsheet.

Fjeldstad, C. (2008) '*The influence of obesity on falls and quality of life.*' *Dynamic Medicine*, 7:4. doi: 10.1186/1476-5918-7-4

Health and Safety Executive (2007) '*Risk assessment and process planning for bariatric patient handling pathways.*' HSE, RR573.

Health and Safety Executive. (1998) *Lifting Operation and Lifting Equipment Regulations, (LOLER)*. London: Crown Copyright.

Health and Safety Executive. (1992) *Manual Handling Operation Regulations*. London: Crown Copyright.

Hignett, S. & Griffiths, P. (2009) '*Risk factors for moving and handling bariatric patients.*' *Nursing Standard*. 24, 11, 40-48.

Muir, M. & Archer-Heese, G. (2009) '*Essentials of a Bariatric Patient Program.*' *The Online Journal of Issues in Nursing*, Vol. 14, No. 1, Manuscript 5.

Muir, M. & Rush, A. (2013) '*Moving and Handling of Plus Sized People – an illustrated guide.*' National Back Exchange Publications, Professional Series Vol. 3.

National Institute for Health and Care Excellence (2014) '*Body mass index and waist*

*circumference thresholds for intervening to prevent ill health among black, Asian and other minority ethnic groups in the UK' NICE, PH 46.*

Ng, M. et al. (2014) '*Global, regional, and national prevalence of overweight and obesity in children and adults during 1980—2013: a systematic analysis for the Global Burden of Disease Study 2013*' The Lancet, Early Online Publication, 29 May. doi: 10.1016/S0140-6736(14)60460-8

Public Health England (2013) *Obesity and disability – adults*. London: Crown copyright.

Royal College of Physicians (2013) '*Action on obesity: Comprehensive care for all*' Report of a working party. London: RCP.

World Health Organisation (2000) *Preventing and Managing the Global Epidemic; WHO obesity technical report series 894*. Geneva, Switzerland: WHO.

## 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:** NORD2116

**MODULE TITLE:** Working in  
Multidisciplinary Environments

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100476

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** Yes

**CO-REQUISITES:**

N/A

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

This module will explore the diverse and far reaching impact that multidisciplinary teams have on patient care and service delivery. With government policy aimed at addressing fragmentation in patient services and attempting to coordinate far reaching change towards an integrated model of care, the Assistant Practitioner will need to understand the multifaceted nature of the multidisciplinary working environment.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	40%	<b>P1</b> (Practical)	60%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Assistant Practitioner

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

**MODULE AIMS:**

The module will aim to facilitate a deeper understanding of the role and impact of the multidisciplinary teams on patient care, policy direction and policy implementation. Analysis of the wide range of allied health professions will be central to the module aims and will enable learners to evaluate the way in which service delivery is provided by multidisciplinary health and social care teams in the 21<sup>st</sup> Century.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the way in which the role of the assistant practitioner links with a range of health professions</li> <li>2. Demonstrate a sound understanding of the potential benefits of a range of therapies on patient care</li> <li>3. Analyse the impact and value of multidisciplinary working on patient care</li> <li>4. Evaluate and judge the importance of Allied Health Professionals within the health and social care environment</li> <li>5. Demonstrate a critical understanding of how multidisciplinary teams will be utilised within an integrated, care closer to home model of patient care</li> </ol>	LO1, LO2, LO3, LO4 & LO5
<b>DATE OF APPROVAL:</b> 08/2020	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2020	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Spring

### **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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:**

**NATIONAL COST CENTRE:** 103  
**OTHER MODULE STAFF:**

## Summary of Module Content

The module will consider the roles and responsibilities of a wide range of allied health professionals such as radiographers, speech and language therapists, occupational therapists, physiotherapists, dieticians, operating department practitioners, podiatrists, audiologists etc. The module content will also include the impact of the multidisciplinary team on the delivery of high quality healthcare within an integrated health and social care service provision. The NHS 5 Year Forward View policy and related policy documents will be explored in terms of how AHP are integrated into practice. Investigations in to how multidisciplinary teams help treat and manage long term conditions and multiple morbidities. Codes of conduct and professional affiliation will be critically considered along with the way in which multidisciplinary and multiagency teams work together.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Based on module aim and learning objectives
Tutorials	15	One to one tutorials/clinical supervision
Discussions	10	Peer cluster group meetings
Schedule related visits	30	Ward/department placements
Guided Independent Study	115	Research, Individual assignment work, reflection on practice, reading, peer reflection in student clusters
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Academic Poster	100%
Practical	Presentation	100%

## REFERRAL ASSESSMENT



Element Category	Component Name	Component Weighting

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

### **Core Reading**

Allied Health Professions Federation (2005) *Working Differently: The role of allied health professionals in the treatment and management of long-term conditions.*

Allied Health Professions Federation (2013) *Details of AHP Professions, their Roles and Numbers.*

Cox, C & Hill, M. (2011) *Advanced Practice in Healthcare: Skills for Nurses and Allied Health Professionals.* London: Routledge.

Department of Health (2013) 'Integration pioneers leading the way for health and care reform', press release, 1 November 2013. <https://www.gov.uk/government/news/integration-pioneers-leading-the-way-for-health-and-care-reform--2> . Accessed 11 July 2014.

Gallagher, A. and Hodge, S. (2012) *Ethics, Laws and Professional Issues: A Practice-Based Approach for Allied Health Professionals.* Basingstoke: Palgrave Macmillan.

Thomas, J. and Pollard, K. (2014) *Interprofessional Working in Health and Social Care: Professional Perspectives.* London: Routledge.

Henwood, S. (2014) *Practical Leadership in Nursing and Healthcare: A Multi-Professional Approach.* Boca Raton, Florida: CRC Press.

## 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: OCT526**

**MODULE TITLE:** Occupational Studies: Foundations for Occupational Therapy Practice 1

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100249

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** No

**CO-REQUISITES:**

N/A

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

This module introduces philosophical and theoretical foundations of occupational therapy, introducing the student to concepts of the person, environment, occupation and performance. Core skills underpinning the professional practice of occupational therapy will be introduced.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** OT/OT

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

**MODULE AIMS:**

To enable an understanding of the philosophical assumptions, theory and core skills underpinning occupational science and the practice of occupational therapy.

- To explore the core skills underpinning occupational therapy practice
- To identify and evaluate the evidence underpinning occupational therapy practice
- To promote professional and personal development

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1) Demonstrate understanding of the philosophical assumptions of occupational science and occupational therapy practice	n/a
2) Demonstrate an awareness of the core skills underpinning occupational therapy practice	
3) Develop an understanding of the occupational therapy process and its application in practice	
4) Evaluate and synthesise the evidence underpinning occupational therapy practice	
5) To develop and contribute to professional portfolios	

<b>DATE OF APPROVAL:</b> 02/2016	<b>FACULTY/OFFICE:</b> Health and Human Sciences
<b>DATE OF IMPLEMENTATION:</b> 10/09/2018	<b>SCHOOL/PARTNER:</b> Petroc

<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1
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**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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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.

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATI ONA L COS T CEN TRE: OTH ER MOD ULE STA FF:</b>
<b>MODULE LEADER:</b>	

### **Summary of Module Content**

- Introduction to philosophical assumptions underpinning occupational science and occupational therapy including the centrality of occupational engagement for health, wellbeing and client centred practice.
- Introduction to the range of core skills used by occupational therapists in the areas of assessment, intervention and outcome measurement.
- Introduction to the principles and process of evidence based practice for occupational

therapy.

Introduction to the importance of the development of professional portfolios.

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and Workshoips	14	
Practical classes and workshops	42	
Self-directed study	144	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

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

## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay	100%

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

**Updated by:** Lesley Morris

**Date:** 22/09/2022

**Approved by:** Lesley Morris

**Date:** 22/09/2022

### Core reading

#### Books > e books

1. Polglase T, Treseder R. *The Occupational Therapy Handbook: Practice Education*. M&K Update; 2012. <http://lib.myilibrary.com/browse/open.asp?id=391068>

2. Duncan EAS, Duncan EAS, ProQuest (Firm). *Foundations for Practice in Occupational Therapy*. 5th ed. Elsevier; 2011.  
<http://ebookcentral.proquest.com/lib/plymouth/detail.action?docID=1721292>
3. Curtin M, Molineux M, Supyk-Mellson J. *Occupational Therapy and Physical Dysfunction: Enabling Occupation*. 6th ed. Churchill Livingstone; 2010.
4. Cite them right online - Home. <http://www.citethemrightonline.com/>

### **Journal articles**

1. Banninan K, Moores A (2009) A Model of Professional Thinking: Integrating Reflective Practice and Evidence Based Practice. *Canadian Journal of Occupational Therapy*. 2009;76(5):342-350. doi:10.1177/000841740907600505
2. Håkansson C, Dahlin-Ivanoff S, Sonn U. Achieving Balance In Everyday Life. *Journal of Occupational Science*. 2006;13(1):74-82. doi:10.1080/14427591.2006.9686572
3. Taylor & Francis Online :: Journal of Occupational Science.  
[http://www.tandfonline.com/loi/rocc20#.U\\_XGK5RdWMo](http://www.tandfonline.com/loi/rocc20#.U_XGK5RdWMo)

### **Web sites**

1. Live life your way | BAOT/COT. <http://www.cot.co.uk/>
2. Standards & ethics | BAOT/COT. <http://www.cot.co.uk/standards-ethics/standards-ethics>

## 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:** OCT527

**MODULE TITLE:** Occupational Studies: Foundations for Occupational Therapy Practice 2

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100249

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** No

**CO-REQUISITES:**

N/A

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

Students will identify the intrinsic components of occupational engagement through exploring and evaluating the range of components required to engage in occupational performance. Students will study the interaction between person, occupation and context to explore and apply how occupational therapy theory and process promotes occupational engagement.

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

<b>E1</b> (Examination)	<b>30%</b>	<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** OT/OT

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

**MODULE AIMS:**

To enable an understanding of occupational performance components.

- To evaluate the interaction between person, occupation and context.
- To explore the relationship between occupational interruption and the components of occupation.
- To examine and apply occupational therapy theory and process in relation to promotion of occupational engagement.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>1. To identify and apply occupational performance components including physical, cognitive, emotional, and spiritual aspects.</p> <p>2. To evaluate how these dynamically related components of occupational</p>	n/a



<p>performance impact on the interaction between person, occupation and context in relation to health and wellbeing.</p> <p>3. To demonstrate an understanding of the relationship between occupational interruption and the components of occupation.</p> <p>4. To identify and integrate occupational therapy theory and process considering how to promotes occupational engagement.</p>	
<b>DATE OF APPROVAL:</b>	<b>FACULTY/OFFICE:</b> Health, and Human Sciences
<b>DATE OF IMPLEMENTATION:</b> 10/09/2018	<b>SCHOOL/PARTNER:</b> Health professionals
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> 1 & 2

#### 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  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:** Melissa Jacobs

**NATIONAL COST CENTRE:**  
**OTHER MODULE STAFF:** Marnie Smith and  
Sam Whiting

## Summary of Module Content

- Components of occupation analysis: Person, Occupation, Environment
- Conceptual models of practice focusing on the relationship between the person, the environment, occupation and health
- Approaches and frames of reference
- Assessment
- Intervention planning
- Intervention
- Evaluation

Introduction to occupational interruption

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	42	
Practical classes and workshops	14	
Seminar	42	PBL
Self-directed study	102	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	C1 – report	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	C1 – report	100%



<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris	<b>Approved by:</b> Lesley Morris
<b>Date:</b> 22/09/2022	<b>Date:</b> 22/09/2022

**Core reading**

1. Heather Thomas. *Occupation-Based Activity Analysis*. SLACK Incorporated; 2012.
2. Mackenzie L, O'Toole G. *Occupation Analysis in Practice*. Wiley-Blackwell; 2011.
3. Schell BAB, Gillen G, Scaffa ME, et al. *Willard & Spackman's Occupational Therapy*. Twelfth edition, International edition. Lippincott Williams & Wilkins; 2013.
4. Curtin M, Molineux M, Supyk-Mellson J. *Occupational Therapy and Physical Dysfunction: Enabling Occupation*. 6th ed. Churchill Livingstone; 2010.
5. *Occupational Therapy Essentials for Clinical Competence*. Second edition. SLACK Incorporated; 2014.
6. Hasselkus BR. *The Meaning of Everyday Occupation*. 2nd ed. SLACK; 2011.
7. *Occupational Therapy: Performance, Participation, and Well-Being*. Fourth edition. SLACK Incorporated; 2015.
8. Wilcock AA, Hocking C. *An Occupational Perspective of Health*. Third edition. SLACK Incorporated; 2015.
9. Turpin M, Iwama MK. *Using Occupational Therapy Models in Practice: a Field Guide*. Churchill Livingstone Elsevier; 2011.
10. Thelma Sumsion. *Client-Centred Practice in Occupational Therapy*. Churchill Livingstone Elsevier; 2006.
11. Creek J. *The Core Concepts of Occupational Therapy: a Dynamic Framework for Practice*. Jessica Kingsley Publishers; 2010.  
<http://lib.mylibrary.com?id=276728&entityid=https://shibboleth.plymouth.ac.uk/idp/shibboleth>

## 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:** PHY507

**MODULE TITLE:** Physiotherapy Foundations 1

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100252

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** No

**CO-REQUISITES:**

N/A

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

This module introduces students to understanding and assessing the biomechanics of human movement and builds on students' anatomy and physiology. Using a mixture of learning and teaching methods, movement science and functional anatomy are explored, including kinematics, kinetics, posture, proprioception, neuromuscular control and gait in relation to common functional and postural deficits.

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

<b>E2</b> (Clinical Examination)	<b>100%</b>	<b>C1</b> (Coursework)		<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Physiotherapy

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

**MODULE AIMS:**

To enable the students to develop knowledge and understanding of the applied anatomy and biomechanics of human movement and gait. This will be in the context of common functional and postural deficits.

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<ol style="list-style-type: none"> <li>1. Apply knowledge of the structure and function of the neuro-musculoskeletal system in human movement.</li> <li>2. Discuss and demonstrate knowledge and understanding of the applied anatomy related to human movement, function and gait.</li> <li>3. Discuss and demonstrate knowledge and understanding of the biomechanics of human movement, function and gait.</li> <li>4. Demonstrate examination skills applicable to assessment of human movement, function and gait.</li> </ol>	<p><b>Knowledge and Understanding LO1</b>  <b>Cognitive and intellectual skills LO1</b>  <b>Key and transferrable skills LO1, 2</b>  <b>Practical skills LO1</b></p>
<p><b>DATE OF APPROVAL:</b> 02/2016</p>	<p><b>FACULTY/OFFICE:</b> Faculty of Health: Medicine, Dentistry and Human Sciences</p>
<p><b>DATE OF IMPLEMENTATION:</b> September 2016</p>	<p><b>SCHOOL/PARTNER:</b> Health professions</p>

<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> 1</p>
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**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.gaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements  
<http://www.gaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>

- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

**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:**

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

**Summary of Module Content**

Biomechanics of human movement through the science of movement and functional anatomy, building on the anatomy and physiology for health and well-being. Kinematics, kinetics, posture, proprioception, neuromuscular control and gait in relation to common functional and postural deficits.

<b>SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i></b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>



Lecture	26	A presentation or talk on a particular topic
Practical classes and workshops	48	A session involving the development and practical application of a particular skill or technique. To embed formative feedback within sessions. To include mock OSCE sessions.
Guided Independent Study	126	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Clinical Examination		100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Clinical Examination		100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

## 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:** PHY508

**MODULE TITLE:** Physiotherapy Foundations 2

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100252

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** No

**CO-REQUISITES:**

N/A

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

This module introduces the students to physiotherapy in the areas of cardiorespiratory, musculoskeletal and neurological practice. Simulated case scenarios will facilitate the students' learning related to specific patient problems encountered in these areas of physiotherapy practice. The evidence base supporting practice will be explored and critically appraised.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Physiotherapy

**Professional body minimum pass mark requirement:** 40% in all percentage weighted elements and components, all elements/components must be passed.

**MODULE AIMS:**

To enable the students to develop knowledge and understanding of the cardiorespiratory, nervous and musculoskeletal systems and of pathological processes affecting these. To develop an understanding of the effects of cardiorespiratory, neurological and musculoskeletal impairments; and to discuss the impact of these on activity and participation restrictions. To enable students to undertake basic assessment and introduce basic management strategies for cardiorespiratory, neurological and musculoskeletal conditions including exercise prescription and the design of tailored exercise programmes. Students will be able to identify, and apply evidence based practice follow a patient based approach. Students will be able to support and justify their clinical management with the selection and appraisal of appropriate evidence.

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<ol style="list-style-type: none"> <li>1. Justify with use of supporting evidence the rationale for physiotherapy approaches in the management of cardiorespiratory, neurological and musculoskeletal problems</li> <li>2. Describe the consequences of cardiorespiratory, nervous and musculoskeletal system impairments and discuss the impact of these on activity and participation restrictions.</li> <li>3. Discuss appropriate physiotherapy skills, utilising clinical reasoning, in the</li> </ol>	<p><b>Knowledge and understanding LO1,2</b>  <b>Cognitive and intellectual skills LO1, 2</b>  <b>Key and transferable skills LO 1, 2, 3</b>  <b>Practical skills LO 1, 2</b></p>
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<p>management of cardiorespiratory, neurological and musculoskeletal problems.</p> <ol style="list-style-type: none"> <li>4. Evaluate and apply the evidence base in the formation of physiotherapy management plans</li> </ol>	
<p><b>DATE OF APPROVAL:</b></p>	<p><b>FACULTY/OFFICE:</b> Faculty of Health: Medicine, Dentistry and Human Sciences</p>
<p><b>DATE OF IMPLEMENTATION:</b></p>	<p><b>SCHOOL/PARTNER:</b> Health Professions</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER: 2</b></p>

**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 <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## **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:**

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

### **Summary of Module Content**

Students will cover the areas of (relevant to conditions commonly seen by physiotherapists):

- Applied anatomy, physiology and pathology (e.g. movement control, plasticity, respiratory biomechanics)
- Physiotherapy assessment and treatment skills, e.g. communication, auscultation, balance and gait training, patient handling, manual therapy, exercise prescription
- Patient management by the inter-professional team
- Psychosocial aspects (e.g. function, activity, participation, quality of life)
- Literature searching, identification of appropriate evidence
- Critical appraisal of articles using CASP

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	26	A presentation or talk on a particular topic. To include question and answer revision sessions.
Practical classes and workshops	38	A session involving the development and practical application of a particular skill or technique. To embed formative feedback within sessions. To include mock ISPE sessions.

Seminars	20	A discussion or classroom session focusing on a particular topic or project.
Guided Independent Study	106	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework		100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework		100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lesley Morris <b>Date:</b> 22/09/2022	<b>Approved by:</b> Lesley Morris <b>Date:</b> 22/09/2022

### 37.2 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/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

### **Additional Guidance for Module Record Completion (including KIS definitions):**

Full guidance on the completion of module records and further information, including details of KIS definitions is located on the Academic Partnerships portal. Please contact Academic Partnerships Programme Administration if further advice is required.

- JACS codes. A list of current codes (JACS3) can be found at:  
<http://www.hesa.ac.uk/content/view/1805/277/>
- National Cost Centres. A list of current (2012/13 onwards) Cost Centres is available at:  
<https://www.hesa.ac.uk/content/view/102/143/1/2/>

## 13. Staffing and Resources

### 13.1. PD4.1 Programme Level Strategy for Staffing and Resourcing

While staff appointments remain the remit of the partner, the University must assure itself of the quality and quantity of staff and resources for Plymouth University awards. In order to assist in underpinning this assurance, an explanation of strategy for staffing and resourcing follows:

- How will an appropriate balance of teaching staff be guaranteed across the years of delivery?
- All current staff employed in either full time or part time posts who are teaching on the existing BA (Hons) Professional Development (Health and Social Care) programme would contribute to the teaching of this programme and therefore have both academic and professional currency. In addition, Northern Devon Healthcare NHS Trust teaching and clinical staff will also teach, mentor and provide clinical support for students on the Health and Social Care Practice (Assistant Practitioner) programme. Apart from the occurrence of unforeseen circumstances the team would continue to teach across the programme thus making the academic and professional currency of the health and social care Practice (Assistant Practitioner) programme of study stable and viable over the long term.
- How will staff absence and turnover be accommodated?
- The diet of study outlined in the programme structure and detailed within the modules requires a breadth of knowledge, skills and attribute sets within the body of teaching staff along with resources and facilities. Post approval, it would be normal for a programme to experience staff changes and resource changes over time. It is therefore important to clarify the skills set required for delivering the programme and modules are appropriately maintained. This is not only of benefit for programme leaders and module leaders but also for institutions when considering staff recruitment and/or resourcing.
- How does the programme draw on staff who teach on other programmes?
- The FdSc Health and Social Care and BA (Hons) Professional Development (Health and Social Care) programmes of study already exist at Petroc and some of the modules on the proposed Health and Social Care Practice (Assistant Practitioner) would be staffed by existing programme staff.
- What proportion of the teaching team is made up of full and part-time staff?
- Three full time members of staff and seven part-time members of staff
- Where staff appointments are required post-approval, what is the outline of the profile of staff that will be appointed and to what timescales? N/A – All staff available in-house currently or as part of the NDHT clinical teaching team.

**PD4.2 Module Level Staffing and Resourcing Requirements - aligned with current staff <sup>5</sup>**

<b>Module Code, Title and Credits:</b>	<b>Module's Total Contact Hours</b>	<b>Essential Staff Qualifications and Experience</b>	<b>Resources / Facilities</b>	<b>Desirable Additional Skills Sets</b>	<b>Current Staff Name</b>
PETR1099 Foundations of Healthcare Practice 20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> </ul>	Petroc University Centre, access to a pool of guest speakers, classroom facilities, lecture rooms, learning technology facilities etc.	Acute and community healthcare based knowledge focused around healthcare practice and understanding of current health and social care policy and its implementation at point of delivery.	Phil Boardman Paul Leal
PETR1100 Human Growth and Development 20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities etc.	All applicable team members in place due to existing FdSc Health and Social Care programme of study	Phil Boardman Paul Leal
NORD 1125 Concepts of Health and Wellbeing 20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities etc.	All applicable team members in place due to existing FdSc Health and Social care and BA (Hons) Professional Development programmes of study	Phil Boardman Paul Leal
NORD 1126 Vocational Competence in Health and		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning	All applicable team members in place due to existing FdSc Health and Social Care programme of study	Phil Boardman Paul Leal

<sup>5</sup> Copy and paste the provided row to ensure all modules are covered.



Social Care Practice 20 Credits		<p>e.g. PGCE or PGCE CAP</p> <ul style="list-style-type: none"> <li>• FE/HE Teaching experience.</li> </ul>	technology facilities etc.		
PETR1101 Understanding Practice 20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, healthcare practice training rooms etc.	Acute and community based multi-disciplinary knowledge focused around healthcare practice and an in depth understanding of current health and social care policy and its implementation at point of delivery.	Phil Boardman
NORD 1105 The Patient Journey and Care Process 20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, healthcare training rooms etc.	All applicable team members in place due to existing FdSc Health and Social Care programme of study	Phil Boardman
NORD 2107 Evidence Based Practice 20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, and Northern Devon Healthcare NHS Trust healthcare practice training rooms etc.	Specific health related research skills and input into evidence based practice via publications	Paul Leal

PETR2200		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> </ul>	Northern Devon Healthcare NHS	Qualified and registered healthcare practitioner status	Phil Boardman
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Clinical Competence and Patient Assessment  20 Credits		<ul style="list-style-type: none"> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Trust Clinical settings and training rooms		
NORD 2109  Leadership and Ethics in Practice  20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, and Northern Devon Healthcare NHS Trust healthcare practice training rooms etc.	Healthcare leadership experience in a range of healthcare settings	Phil Boardman Paul Leal
NORD 2110  Public Health and Health Promotion  20 Credits		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities etc.	All applicable team members in place due to existing FdSc Health and Social care and BA (Hons) Professional Development programmes of study	Phil Boardman Paul Leal

NORD 2111  Long Term Conditions  20 Credits (Option)		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, and Northern Devon Healthcare NHS Trust healthcare	A range of guest speakers from specific fields such as diabetes, coronary care, neurology, oncology, cardio-respiratory, genetics, orthopaedics, mental health etc. invited to contribute to module	Phil Boardman Paul Leal
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		<ul style="list-style-type: none"> <li>• Professional experience within related vocational fields.</li> </ul>	practice training rooms		
NORD 2112  Dementia and Cognitive Dysfunction  20 Credits (Option)		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, and Northern Devon Healthcare NHS Trust healthcare practice training rooms	Link with Allied Health Professionals such as Occupational Therapists, Speech and Language and Physiotherapists as well as alternative therapists	Julie Irwin
NORD 2113  Practice Based Study  20 Credits (Option)		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, and Northern Devon Healthcare NHS Trust healthcare practice training rooms	All applicable team members in place due to existing FdSc Health and Social care and BA (Hons) Professional Development programmes of study	Kelly Hudson

NORD 2014 Tissue Viability  20 Credits (Option)		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Northern Devon Healthcare NHS Trust Clinical settings and training rooms	Tissue Viability Team member at Northern Devon Healthcare NHS Trust	Hannah Rollins
NORD 2115		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> </ul>	Northern Devon Healthcare NHS	Specialist patient handling knowledge	Hannah Rollins

The Management of the Plus Size Patient  20 Credits (Option)		<ul style="list-style-type: none"> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Trust Clinical settings and training rooms		
NORD 2116  Working in Multidisciplinary Environments  20 Credit (Option)		<ul style="list-style-type: none"> <li>• BA/BSC (Hons) in related subject;</li> <li>• Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>• FE/HE Teaching experience.</li> <li>• Professional experience within related vocational fields.</li> </ul>	Petroc University Centre, classroom facilities, lecture rooms, learning technology facilities, and Northern Devon Healthcare NHS Trust healthcare practice training rooms	Link with Allied Health Professionals such as Occupational Therapists, Speech and Language, Physiotherapists and Operating Department Practitioners as well as alternative therapists	Hannah Rolins

<p>OCT526 Occupational Studies: Foundations for Occupational Therapy Practice 1</p>		<ul style="list-style-type: none"> <li>● BA/BSC (Hons) in related subject;</li> <li>● Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>● FE/HE Teaching experience.</li> <li>● Professional experience within related vocational fields.</li> </ul>	<p>University of Plymouth Faculty of Health &amp; Human Sciences, Peninsula Allied Health Centre, Derriford Road, Plymouth Devon – classrooms and simulation suites</p>	<p>Link with Allied Health Professionals such as Occupational Therapists, Speech and Language, Physiotherapists and Operating Department Practitioners as well as alternative therapists</p>	<p>Hannah Rollins</p>
<p>OCT527 Occupational Studies: Foundations for Occupational Therapy Practice 2</p>		<ul style="list-style-type: none"> <li>● BA/BSC (Hons) in related subject;</li> <li>● Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>● FE/HE Teaching experience.</li> </ul>	<p>University of Plymouth Faculty of Health &amp; Human Sciences, Peninsula Allied Health Centre, Derriford Road, Plymouth Devon – classrooms</p>	<p>Link with Allied Health Professionals such as Occupational Therapists, Speech and Language, Physiotherapists and Operating Department Practitioners as well as alternative therapists</p>	<p>Hannah Rollins</p>

		<ul style="list-style-type: none"> <li>● Professional experience within related vocational fields.</li> </ul>	<p>and simulation suites</p>		
<p>PHY 507 Physiotherapy Foundations 1</p>		<ul style="list-style-type: none"> <li>● BA/BSC (Hons) in related subject;</li> <li>● Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>● FE/HE Teaching experience.</li> <li>● Professional experience within related vocational fields.</li> </ul>	<p>University of Plymouth Faculty of Health &amp; Human Sciences, Peninsula Allied Health Centre, Derriford Road, Plymouth Devon – classrooms and simulation suites</p>	<p>Link with Allied Health Professionals such as Occupational Therapists, Speech and Language, Physiotherapists and Operating Department Practitioners as well as alternative therapists</p>	<p>Hannah Rollins</p>

<p>PHY 508 Physiotherapy Foundations 2</p>		<ul style="list-style-type: none"> <li>● BA/BSC (Hons) in related subject;</li> <li>● Certificate of Education or higher e.g. PGCE or PGCE CAP</li> <li>● FE/HE Teaching experience.</li> <li>● Professional experience within related vocational fields.</li> </ul>	<p>University of Plymouth Faculty of Health &amp; Human Sciences, Peninsula Allied Health Centre, Derriford Road, Plymouth Devon – classrooms and simulation suites</p>	<p>Link with Allied Health Professionals such as Occupational Therapists, Speech and Language, Physiotherapists and Operating Department Practitioners as well as alternative therapists</p>	<p>Hannah Rollins</p>
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