



UNIVERSITY OF  
PLYMOUTH

# ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22

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## **BSc (Hons) Health & Social Care (Top-Up)**

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## Welcome and Introduction

Welcome to BSc. (Hons) Health and Social Care (Top-Up) delivered at Exeter College.

The College is delighted that you have chosen to study with us. We are sure you are going to have a positive time here and will gain a great deal from the programme. The course covers a wide range of topics related to the care and well-being of vulnerable people developed through collaboration with local employers within the sector. You will undertake a work placement in a health and social care setting for a minimum of 100 hours to help you to gain valuable vocational experience and apply a work-based learning approach. Small class sizes mean you will participate in whole class discussions and debates, group work and work closely with peers. Throughout your studies, a number of guest speakers from a variety of health and social care vocational backgrounds will offer invaluable insights into their fields of expertise to enhance your vocational knowledge. This programme has been specifically designed to prepare you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform which you can undertake additional vocational and academic qualifications.

Several of our students achieved very high results, including several overall distinction grades. Almost every BSc Degree student on this programme has pursued postgraduate studies and/or followed a specific career path in the wider Health and Social Care sector. At least one in four students each year has managed to achieve a full First Class Honours Degree.

Jo and Nikki, two of the Programme's several success stories, achieved a full First Class Honours Degree and when asked whether they would recommend undertaking a course with the University of Plymouth or one of its partner college institutions, and why, they both replied that they were delighted with the content covered in the subjects, the support they received from HE staff, the facilities made available to them both by Exeter College as well as by the University of Plymouth.

*"This course has proven to be a challenging but a rewarding course, it allows you to develop your skills within Health and Social Care and allows you to experience new areas of the course that you would not have known existed. This course requires good time management and key commitment to always develop your knowledge and understanding on different aspects of Health and Social Care. The lecturers will always provide you with support if you are ever confused or stuck in areas and will give you constructive feedback on what can be done to improve certain assignments in the future. Overall, this course has proven to be the best decision I ever made."* - **Jamie Parker, BSc. (Hons) Health and Social Care 2020-2021**

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

# Programme Specification

## 1. Programme Specification

### Programme Details

<b>Awarding Institution:</b>	Plymouth University
<b>Teaching Institution:</b>	Exeter College, Hele Road site
<b>Accrediting Body:</b>	The University of Plymouth
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full-time (1 year) or part-time (2 Years)
<b>Final Award:</b>	BSc (Hons) Health and Social Care
<b>Intermediate Award:</b>	n/a
<b>Programme Title:</b>	BSc (Hons) Health and Social Care (top-up Year 3)
<b>UCAS Code:</b>	T28V
<b>JACS Code:</b>	L510
<b>Benchmarks:</b>	Framework for Higher Education Qualifications (FHEQ), Level 6 The Subject Benchmark Statements for Health Studies (2008), Social Work (2008), Youth and Community Work (2009) and Social Policy and Administration (2007)
<b>Date of Programme Approval:</b>	February 2015

## **Brief Description of the Programme**

The programme is run on a full-time or part-time basis. The full-time programme consists of 5 modules (level 6) in one year. The part time programme is run over 2 years and comprises 3 modules (60 credits in total) in Year 1 and 2 modules (60 credits in total) in Year 2.

The programme is intended to be a stepping-stone towards a career within the wider sector of health and social care. Its aim is to develop further and consolidate students' knowledge and understanding of health and social care through a range of theoretical and practical approaches, but also to prepare students for postgraduate studies.

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

N/A

## **Exceptions to the University of Plymouth Regulations**

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm> )

N/A

## **Programme Aims**

The programme will deliver:

A1: To support students to develop and extend their knowledge and systematic understanding of health and social care and its inter-relationship with other disciplines and fields of study.

A2: To develop students' confidence and ability to critically evaluate assumptions, arguments, data and abstract concepts, to synthesise information and to draw logical conclusions and/or to generate new and novel solutions.

A3: To equip students with the qualities and transferable skills necessary for employment within the health and social care sector.

A4: To provide a broad, contemporary programme of study which prepares students for employment as skilled, confident and competent practitioners within a range of relevant vocational settings.

In addition, to equip and prepare students for progression to post-graduate and professional qualifications.

A5: To provide an opportunity for placement experience whereby students develop and enhance their practical skills.

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

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

ILO1: Demonstrate a sound knowledge base of health and social care and its inter-relationship with other disciplines and fields of study.

ILO2: Demonstrate scope and breadth of the discipline with, in-depth understanding of own specialist areas.

ILO3: Critically evaluate assumptions, arguments, data and abstract concepts, synthesise information with minimal guidance and draw logical conclusions and/or generate new and novel solutions.

ILO4: Communicate information, principles, theories, and arguments effectively both verbally and in written format to various audiences.

ILO5: Demonstrate ability to work autonomously using a full range of appropriate resources.

ILO6: Demonstrate competence in skills transferable to the workplace.

ILO7: Demonstrate potential to progress to undertake post-graduate and professional qualifications

ILO8: Demonstrate commitment to service user focus

## **Distinctive Features**

- Teaching and Learning

The BSc (Hons) Health and Social Care (3<sup>rd</sup> year top-up) programme offers improved access to Higher Education ensuring equality of opportunity and widening participation through a range of learning and teaching strategies. It has a vocational based focus underpinned by academic knowledge and understanding. Work Based Learning and work related learning is central to the programme, applying theory to practice and vice versa. It will employ a variety of approaches including visiting lectures from local and national professionals and service users to keep it rooted in practice. Teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims.

Students who study the BSc (Hons) Health and Social Care (3<sup>rd</sup> year top-up) programme will be incredibly well-supported with their studies and experience an outstanding level of teaching and learning from well-qualified lecturers and tutors who have significant industry experience. These experiences are drawn on by the lecturers and tutors to bring learning to life in the classroom.

- **Assessment and Feedback**

Different feedback mechanisms and a broad range of assessment strategies and methods will be incorporated within the programme with a focus on inclusivity and to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key transferable skills. Throughout each taught module formative assessment will be employed to support students in their learning and development. Formative assessment will be implicit within the taught sessions and for every module students will have one opportunity for a one-to-one formative module conversation with the module leader whereby, students can discuss their progress and seek support with the formal assessment requirements.

- **Equality and Diversity**

The BSc (Hons) Health and Social Care (3<sup>rd</sup> Year Top-Up) offers students improved access to Higher Education ensuring equality of opportunity and widening participation. There are no specific capabilities students will be required to have, to meet the aims and the intended learning outcomes of the programme.

- **Engagement with Industry**

As part of one of the proposed modules, students will undertake a period (minimum of 100 hours) of professional practice within a health or social care setting of their choice. During their placement students will complete a project of benefit to the organisation. This module will help students to develop both personally and professionally (including employability skills), to become more reflective practitioners and to make informed career choices.

Students will also benefit from the Faculty's wealth of health and social care industry links and speakers/experts in the field of health and care will be invited to present over the course of the programme to further reinforce the link between theory and practice and enhance the student experience.

- **Location and Facilities**

Students enrolled on the BSc (Hons) Health and Social Care programme will study on the Hele Road site and will be able to take advantage of its City centre location.

In addition to the classrooms, IT facilities and library resources available Exeter College also have the following resources and facilities available to students:

- Dedicated HE classrooms
- Exclusive University Level Study Room
- IT suites
- Learning Centres with HE study areas
- Gym 'Central Fitness'
- Learning support
- Welfare support
- Access to HE Adviser and HE Office
- Guest speakers
- Access to the University of Plymouth
- Access to e-books and journals
- Use and access to VLE – Moodle
- Nursery facilities
- Chaplaincy services
- Personal tutor
- A wealth of industry and stakeholder links

## **Student Numbers**

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 8

Target student numbers per stage = 12-18

Maximum student numbers per stage = 22

## **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 the University of Plymouth 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 the University of Plymouth, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide 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.

The opportunities for continued study post completion of this programme identified below are all subject to the successful completion of an application process and meeting the conditions of specific entry criteria. While there are no direct progression routes for this course in the past students have moved on to:

- MA Social Work (L508) at the University of Plymouth
- MSc Social Research Methods at the University of Plymouth
- PGCE at Exeter College / University of Plymouth and/or at another institution
- Post-graduate qualifications in a variety of disciplines including management
- Into employment within the Health and Social Care sector

## Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p>Level 2:</p> <p>1. Key Skills requirement / Higher Level Diploma:</p> <p>and/or</p> <p>2. GCSEs required at Grade C or above:</p>	N/A.
<p>Level 3: at least one of the following:</p> <p>3. AS/A Levels</p> <p>4. Advanced Level 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 / Advanced Highers:</p>	N/A
Work Experience:	Considered on individual merit
Other HE qualifications / non-standard awards or experiences:	Foundation degree/ HND or Level 5 equivalent qualification. Foundation degree or equivalent in other disciplines will be considered on an individual basis.
APEL / APCL <sup>1</sup> possibilities:	APL will be considered as per Plymouth University Regulations
Interview / Portfolio requirements:	Interviews may be employed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	Yes – student funded but processed through Exeter College.

<sup>1</sup> Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

## Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

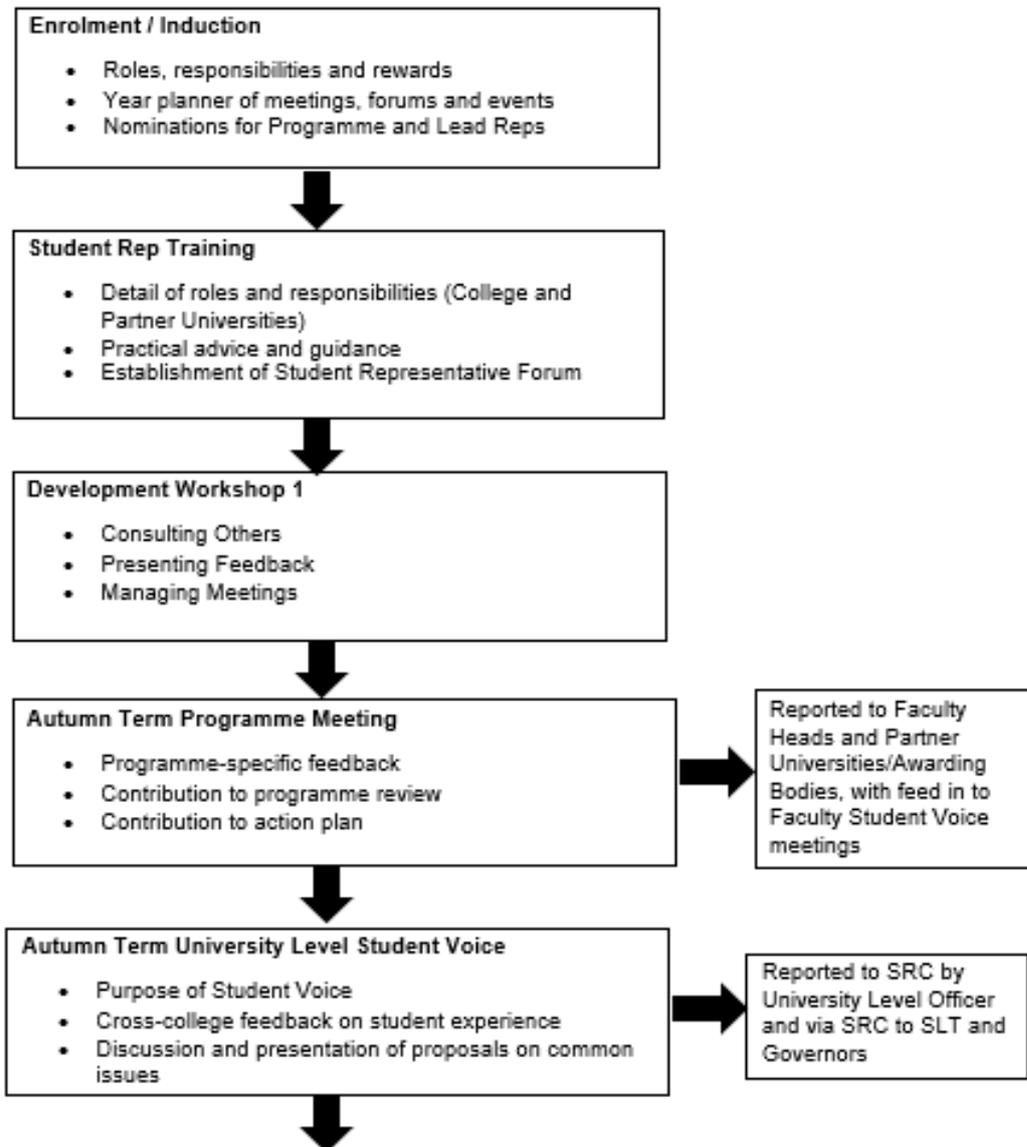
Subject External Examiner(s): All of this programme's modules are covered by a single External Examiner.

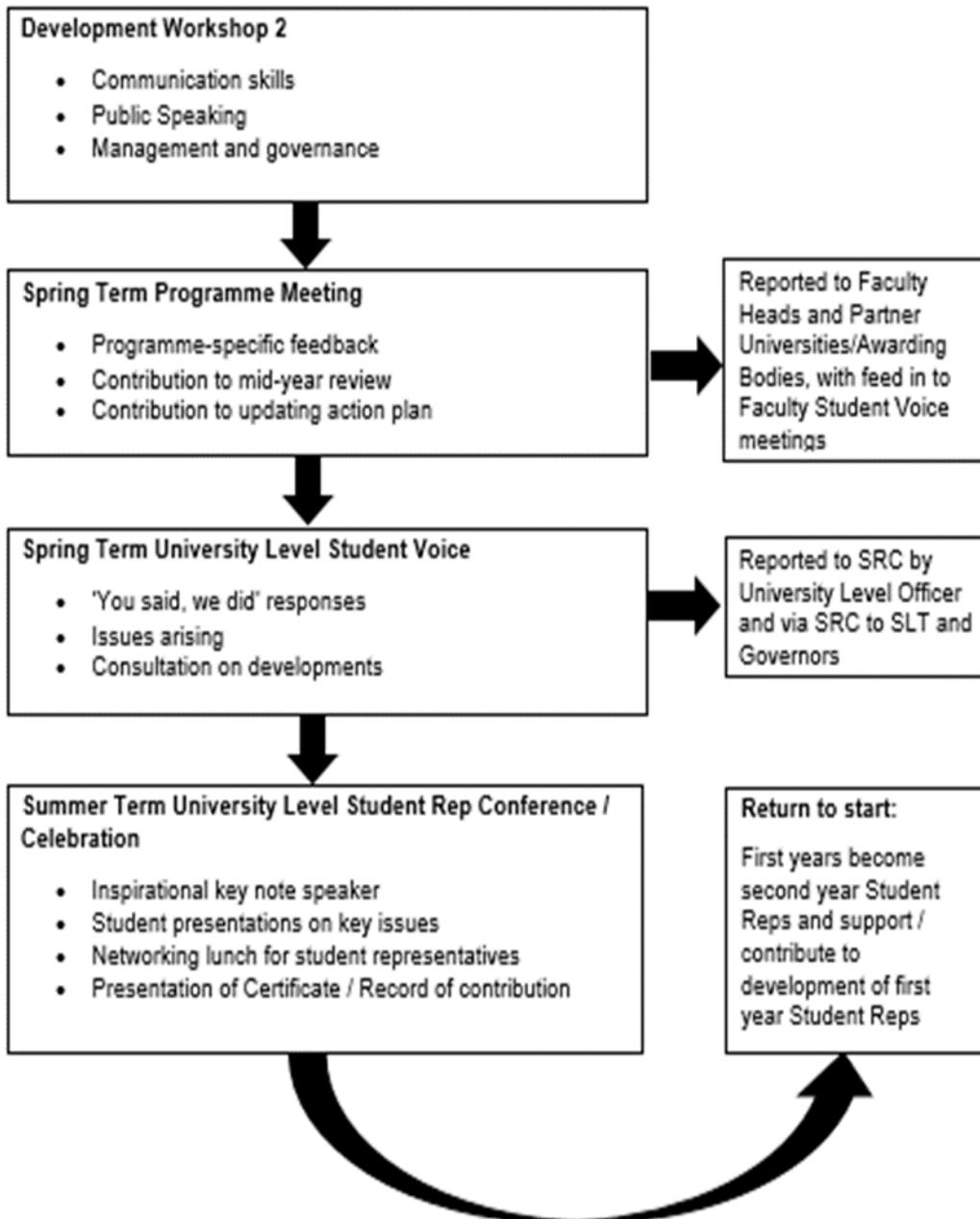
Additional stakeholders specific to this programme:

- Student Feedback

The quality of the student experience and the standards of the BSc (Hons) programme are managed and quality assured through Exeter College and the University of Plymouth regulations and procedures. Student achievement and progression is managed through the Subject Assessment Panels (SAPs) and the Award Boards (ABs). Programmes are reviewed annually through annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms, such as Module Evaluation Forms (MEFs) and Faculty and whole College HE Learner Voice meetings.

## Exeter College Process for University Level Student Representative Engagement





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

For programmes containing more than one FHEQ level of study: copy and paste the table below as required (hover the mouse over the table then left-click on the box in the top left corner to highlight the table à right-click à copy à select a line at least one further than the bottom of this table à right-click and select 'paste – keep formatting')

For users employing pre-2010 versions of MS Word the text entry box guidance will not be visible. Please see footnotes for guidance.

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

FHEQ level: 6 For: BSc (Hons) Health and Social Care (3 <sup>rd</sup> Year Top-up) Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
1	Autumn/Spring	Core	40	FHSC307 Advanced Research Methods in Health and Social Care Practice
1	Autumn	Core	20	FHSC302 Contemporary Issues in Health and Social Care
1	Autumn/Spring	Core	20	FHSC303 Work-Based Learning
1	Autumn/Spring	Core	20	FHSC308 Inter-agency and Partnership Working
1	Spring	Core	20	FHSC306 Working with Service Users with Additional Needs

<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.

FHEQ level: 6 For: BSc (Hons) Health and Social Care (3<sup>rd</sup> Year Top-up) [Part Time](#)

P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
1	Autumn	Core	20	FHSC302 Contemporary Issues in Health and Social Care
1	Autumn/Spring	Core	20	FHSC303 Work-Based Learning
1	Autumn/Spring	Core	20	FHSC308 Inter-agency and Partnership Working
2	Autumn/Spring	Core	40	FHSC307 Advanced Research Methods in Health and Social Care Practice
2	Spring	Core	20	FHSC306 Working with Service Users with Additional Needs

## 2. 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:

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Framework for HE Quals (FHEQ), Level 6</p> <p>QAA Subject Benchmark: Health Studies (2008)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary:</p>	<p>A1</p>	<p>ILO1, ILO2</p>	<p>Essay, Report, Presentation, Academic Poster, Seminar</p>	<p>FHSC302, 306,307,308</p>

<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>A sound knowledge base of health and social care and its inter-relationship with other disciplines and fields of study. Can cross subject boundaries (including Sociology, Psychology, Law and Social Policy, Health Studies) drawing on knowledge and theories to elucidate health and social care issues. A good grasp of the scope and breadth of the discipline with in-depth understanding of own specialist area/s.</p>	<p>Directed study, Lectures, Independent learning, Seminar groups, Tutorials, Workshops.</p> <p>Secondary/Supplementary: Guest speakers/ Experts Trips and Visits</p>			<p>Research Project/Dissertation</p>	
<p><b>Cognitive and Intellectual Skills:</b></p> <p>Framework for HE Quals (FHEQ), Level 6</p> <p>QAA Subject Benchmark: Health Studies (2008) and Social Policy and Administration (2007)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Show a critical ability to analyse and evaluate assumptions, principles, theories and data. Can adequately synthesise information towards a given purpose. Demonstrates insight into contemporary issues at the forefront of health and social care.</p>	<p>Primary: Directed study, Lectures, Independent learning, Seminar groups, Tutorials, Workshops.</p> <p>Secondary/Supplementary: Guest speakers/ Experts</p>	<p>A2</p>	<p>ILO3, ILO4, ILO8</p>	<p>Essay, Report, Presentation, Academic Poster, Seminar, Research Project/Dissertation</p>	<p>FHSC302, 303, 306, 307, 308</p>

<p>Key Transferable Skills:</p> <p>Framework for HE Quals (FHEQ), Level 6</p> <p>QAA Subject Benchmark: Health Studies (2008) and Social Work (2008)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Articulate opinions and formulate arguments effectively in speech and in writing for a variety of audiences. To actively listen to the viewpoints of others and respond professionally and empathetically. Learn independently, using own initiative and draw on problem solving skills. Contribute to the work of a team.</p>	<p>Primary:</p> <p>Directed study, Lectures, Independent learning, and Seminar groups, Tutorials, Workshops, Vocational placement.</p> <p>Secondary/Supplementary:</p> <p>Guest speakers/ Experts</p>	<p>A3, A4, A5</p>	<p>ILO1, ILO4, ILO5, ILO6, ILO7, ILO8</p>	<p>Attendance, Essay, Report, Presentation, Academic Poster, Seminar, Research Project/Dissertation, Managing a Project</p>	<p>FHSC 302, 303, 306, 307, 308</p>
<p>Employment Related Skills:</p> <p>Framework for HE Quals (FHEQ), Level 6</p> <p>QAA Subject Benchmark: Health Studies (2008), Social Work (2008) and Community and Youth Work (2009)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary:</p> <p>Directed study, Lectures, Independent learning, and</p>	<p>A3, A4, A5</p>	<p>ILO1, ILO4, ILO5, ILO6, ILO8</p>	<p>Attendance, Essay, Report, Presentation, Academic Poster, Seminar, Research</p>	<p>FHSC302, 303, 306, 307, 308</p>

<p>Demonstrate professional and personal qualities and competence in skills transferable to the workplace. Plan and implement a project of benefit to a health or social care organisation.</p>	<p>Seminar groups, Tutorials, Workshops, Vocational placement. Secondary/Supplementary:  Guest speakers/ Experts  Trips and Visits</p>			<p>Project/Dissertation, Managing a Project, Action plans, Reflective journal/essays.</p>	
<p>Practical Skills:</p> <p>Framework for HE Quals (FHEQ), Level 6</p> <p>QAA Subject Benchmark: Health Studies (2008)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>The ability to manage in defined / controlled situations.</p>	<p>Primary:</p> <p>Directed study, Lectures, Independent learning, and Seminar groups, Tutorials, Workshops, Vocational placement Secondary/Supplementary:</p> <p>None</p>	<p>A4, A5</p>	<p>ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7, ILO8</p>	<p>Attendance, Essay, Report, Presentation, Academic Poster, Seminar, Research Project/Dissertation, Managing a Project, Action plans, Reflective journal/essays.</p>	<p>FHSC302, 303, 306, 307, 308</p>
<p>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</p> <p>Practical skills will be explicitly embedded through teaching, learning and assessment. Students will learn and expand on their practical skills through the undertaking of 100 hours of relevant vocational practice and will be assessed on the planning, design and completion of a small project of benefit to the organisation/service user group. As part of teaching, learning and assessment, students will also use ICT effectively, utilise problem solving skills as well as contribute to the work of a team whilst adhering to deadlines. Feedback will be received from various sources on performance including for example; professionals, service users, peers and lecturers/tutors.</p>					

### 3. Work Based/Related Learning<sup>4</sup>

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:

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related <u>Core</u> Module(s)
Professional / vocational placement	To take place alongside module and to be organised through module leader and Tutor	A3, A4, A5	ILO5, ILO6	Project management, portfolio of professional evidence, reflective writing/essay	FHSC303
HE Conference showcasing students research	To take place after the submission of the dissertation	A2, A3, A4	ILO1, ILO2, ILO3, ILO4, ILO5, ILO6, ILO7		FHSC302, 303, 306, 307, 308

<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.

Guest speakers/visits	To be arranged as part of each modules indicative content	A1, A3, A4	ILO3, ILO4, ILO7	Will inform assessments for all modules	
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An explanation of this map:

Each of the proposed module titles are very relevant to both health and care and students will have the flexibility to respond to each modules assessment from either a healthcare or social care perspective (depending on their preference). Thus enhancing their knowledge of the sector that are aspiring to work in.

A variety of assessment methods will be employed on the programme to further equip students with transferable skills that will prove useful when working the health and care arena. Guest speakers/experts in the field of health and care will be invited to present over the course of the programme to further reinforce the link between theory and practice.

As part of this module, students will undertake a period (minimum of 100 hours) of professional practice within a health or social care setting. During their placement students will complete a project of benefit to the organisation/service users. This module helps students to develop both personally and professionally (including employability skills), to become more reflective practitioners and to make informed career choices.

# Module Records

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

MODULE CODE: FHSC307	MODULE TITLE: Advanced Research Methods in Health and Social Care Practice
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CREDITS: 40	FHEQ Level: 6	JACS CODE: L510
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 In an identified area of interest within Health and Social Care students will produce an in-depth study. This module allows students an opportunity to develop their subject expertise and develop their research, intellectual and organisational skills through the writing of a detailed research project.

### ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To equip students with the skills to plan and design a piece of small scale secondary research on a chosen area of Health and Social Care.
  - To critically examine research methods and enable students to select methods appropriate to their area of study
  - To undertake a literature search, critically reviewing literature from many different sources in order to underpin their conceptual knowledge base of their chosen area of study
  - To enable students to analyse their research, synthesise their findings and come to a coherent and well-argued conclusion to include the benefits of their study.

### ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

L1 Draw upon and critique a range of research methods to develop a research project within health and social care showing ethical awareness.

L2 Critically appraise information from a range of secondary research sources demonstrating a comprehensive knowledge base.

L3 Engage in a theoretical discussion demonstrating analysis and synthesis of their research evidence demonstrating its relevance to health and social care practice.

L4 Present research in a structured, detailed and coherent manner utilising research findings in a critical and evaluative way to assess how it might influence health and social care practice

DATE OF APPROVAL:	02/2021	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2021	SCHOOL/PARTNER:	Exeter College
DATE(S) OF APPROVED CHANGE:	02/2021	TERM/SEMESTER:	All Year

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

## 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: ACADEMIC YEAR: 2021-22	NATIONAL COST CENTRE: 131
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MODULE LEADER: Olly Bycroft	OTHER MODULE STAFF: None
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### SUMMARY of MODULE CONTENT

This module is designed to equip students with the skills to plan, design and undertake a small scale secondary research project on an area of health and social care studies. Students will search for and identify secondary sources of research evidence in order to develop skills of critical appraisal. Through consultation and support from their tutor, students will select a subject area relevant to current issues in health and social care.

Tutorials will be a key part of this module in supporting students through the various stages of developing and writing a research project. For example, students will be guided to choose an appropriate project, discuss their developing conceptual knowledge of the literature and give a rationale for their choice of methods and ethical approach. Students will have opportunities to plan a research project and present their research proposal to their peers, prepare a literature review for a seminar group discussion (not assessed) and will be guided to present their research project in its entirety in a structured, detailed and coherent manner.

Students will examine other studies and hear from guest lecturers about their research. This will develop students' understanding of the process and value of research. Students will have opportunities to comment on the research methodologies used, ethical dilemmas, the results, data analysis and the main conclusions drawn.

The taught elements of the module will enable students to develop their research skills to include searching and retrieving evidence, selecting appropriate health and social care related research questions, research methodologies, constructing a literature review, critical appraisal skills, ethical awareness and protocols and synthesising research findings. Students will be taught to have an ethical awareness and will develop ethical protocols and consent letters that are appropriate for a research project in their chosen area of study.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	50	Lectures will consist of topics such as literature search, research methods, ethics and data analysis
Seminars	20	Students will present their literature reviews and will participate in methodology and research findings seminars with guest speakers
Project supervision	20	Individual and group supervision tutorials
Self-directed study	310	Independent primary and secondary research, seminar project supervision preparation.
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 100%	
	T		% Total = 100%	
Coursework	C	Research Proposal	20%	L1, L2
	C1 C2	8,000-word Research Project	80% Total = 100%	L1, L2, L3, L4,
Practical	P1		% Total = 100%	

Updated by:  
Rev Dr Edgar Mihas

Date:  
06/01/2021

Approved by:  
Heidi Amor

Date:  
06/01/2021

#### Recommended Texts and Sources:

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

Bowling, A. (2014) *Research Methods in Health: Investigating Health and Health Services*. Maidenhead: Open University Press.

Cohen, L., Manion, L., & Morrison, K. (2011) *Research Methods in Education 7th edn*. London: Routledge.

Denscombe, M. (2014) *The Good Research Guide for Small-Scale Research Projects*. 5th edn. Milton Keynes: Open University Press.

Gough, D., Oliver, S. and Thomas, J. (2012) *An Introduction to Systematic Reviews*. London: Sage.

Liamputtong, P. (2019) *Handbook of Research Methods in Health Social Sciences*.

May, T. (2011) *Social Research: Issues, Methods and Process*. 4th edn. Maidenhead: Open University Press.

Moule, P (2015). *Making Sense of Research in Nursing, Health and Social Care*. London: Sage Publications.

Offredy, M. and Vickers, P. (2010): *Developing a Healthcare Research Proposal: An Interactive Student Guide*. Oxford: WileyBlackwell.

Punch, K. F. (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches*. London; Sage.

Ridley, D. (2012) *The Literature Review: A Step-by-Step Guide for Students*. 2nd edn. London: Sage.

Ritchie, J., Lewis, J., McNaughton Nicholls, C. and Ormston, R. (Eds.) (2014) *Qualitative Research Practice: A Guide for Social Science students and Researchers*. 2nd edn. London: Sage.

Saks, M. and Allsop, J. (2019) *Researching Health: Qualitative, Quantitative and Mixed Methods*. 3<sup>rd</sup> edn. London: Sage.

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

MODULE CODE: FHSC302	MODULE TITLE: Contemporary Issues in Health and Social Care
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CREDITS: 20	FHEQ Level: 6	JACS CODE: L510
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 Health and Social Care issues usually have high profile across a range of political and public agendas, various forms of media, and within agency settings and professional arenas. The range of issues which form the focus of what are often highly animated debates is very broad ranging too. This module will provide students with an opportunity to explore a new/current contemporary issue relevant to health or social care.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

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

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To develop students awareness of current contemporary issues in health and social care
  - To enhance students' knowledge of contemporary issues and to equip students with a detailed understanding in one specialist area.
  - To provide an opportunity for students to engage with other disciplines and fields of study that contribute to our understanding of a health or social care issue.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*  
 At the end of the module the learner will be expected to be able to:

L1 Demonstrate a detailed level of conceptual understanding of a chosen contemporary issue.  
 L2 Critically analyse a chosen contemporary issue drawing on a range of perspectives from different disciplines/fields of study.  
 L3 Critically discuss possible implications of a chosen contemporary issue on policy, practice, professionals and service users in health and social care.  
 L4 Present and communicate information effectively and coherently and with minimal guidance.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Exeter College
DATE(S) OF APPROVED CHANGE:	XX/XX/2015	TERM/SEMESTER:	Autumn/Semester 1

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

## **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: ACADEMIC YEAR: 2021-22

NATIONAL COST CENTRE: 131

MODULE LEADER: Rev Dr Edgar D M Mihas

OTHER MODULE STAFF:

### **SUMMARY of MODULE CONTENT**

This module will provide students with an opportunity to explore new and/or contemporary issues relevant to health and social care. With this in mind, the syllabus and teaching content will vary and differ year on year and will reflect the issues of the time and each lecturer's area of expertise. Contemporary issues could include however; the future of health and social care (to reflect the demographic changes), can we teach compassion? Do families need fathers? and the treatment of service users with mental ill-health being detained in police cells.

Four (minimum) different new and/or contemporary issues relevant to health and social care will be covered over the course of this module and it is anticipated that three teaching weeks will be dedicated to exploring each new subject: please see proposed outline below. Whilst there will be an overall leader for this module who will provide input on at least one of the contemporary issues selected, at least two other staff will contribute to the delivery of this module. As noted above, the syllabus and teaching content will vary and differ year on year and therefore, the subjects to be delivered and the reading list will be updated at the beginning of each academic year (September).

The contemporary issues that will be covered are as outlined below:

#### **Issue 1: Same Sex Parenting and the Changing Nature of the Traditional Family**

The increasingly higher profile issue of alternative family arrangements, the changing nature of the traditional family, including same-sex and single-parent settings, have caused a certain degree of controversy within society. Whether in the form of animated debates as portrayed by the media or in the form of academic sociological studies as thoroughly investigated by interested parties, such issues feature heavily within a rich array of contexts, ranging from political party manifestoes to local authority guidelines pertaining to family issues of this nature.

#### **Issue 2: Digital and Technological Health Care**

Without a doubt, the NHS has been undergoing significant changes which have gathered even more rapid pace since the dawn of the 21<sup>st</sup> century. The advent of new technologies and the expansion of the digital provisions arguably have enhanced the accessibility and perhaps even the quality of the health care provided to the wider population. However, the challenges are such that the digital and technological aspect of health care provisions have featured among the hotly debated issues within the wider health and social care framework.

#### **Issue 3: Euthanasia and Assisted Dying**

If there is a contemporary issue which lends itself to significant and profound interdisciplinary study, this can certainly be euthanasia and assisted dying which has evolved into a Gordian knot for the authorities in the UK and beyond. Even if equipped with the most comprehensive knowledge of ethics, health care studies, law, medicine, philosophy, psychology, sociology, plus any other relevant area of study, euthanasia and assisted dying have been as old a contested issue as humanity itself and as controversial an issue as the mystery of existence itself.

#### **Issue 4: Dementia and Alzheimer's Health Care Provision**

The way a society elects to treat people with Alzheimer's or any other type of dementia often constitutes the cornerstone of that society's ethical and moral foundations, as well as an index of its compassion, fairness and sense of value for human life. Students will develop a thorough awareness of this and all other contemporary issues on policy, practice, professionals and service users in health and social care which, in turn, will help inform their own practice within the wider sector.

Proposed outline of module:			
Week 1	Contemporary Issue 1	Week 9	Contemporary Issue 3
Week 2	Contemporary Issue 1	Week 10	Contemporary Issue 4
Week 3	Contemporary Issue 1	Week 11	Contemporary Issue 4
Week 4	Contemporary Issue 2	Week 12	Contemporary Issue 4
Week 5	Contemporary Issue 2	Week 13	Supported study
Week 6	Contemporary Issue 2	Week 14	Formative conversations
Week 7	Contemporary Issue 3	Week 15	Formative conversations
Week 8	Contemporary Issue 3		

This module is delivered in an accessible, practical and interactive manner and the module assessment is reflective of this. Students will be fully supported and guided through each element of the module assessment by the module leader. All students will also have the opportunity to have a formal one-to-one conversation with the module leader to review progress with their essay.

On successful completion of this module students will have theoretical knowledge and understanding of current contemporary issues and specialist knowledge of one, chosen issue in health and social care. Students will be able to take this foundation on to inform further modules, to enhance their own vocational practice and/or undertake further professional or academic study.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Lecturer input on specific contemporary issue
Seminars	10	Students will contribute to teaching through the researching and collating of information individually/in working teams.
Tutorials	5	Individual and group tutorials
Self-directed study	155	Preparation for lectures/seminars, researching and reading using various sources and working towards assessment element.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E <sub>1</sub>		% Total = 100%	
	T <sub>1</sub>		% Total = 100%	
Coursework	C <sub>1</sub>	3,000-word essay	100% Total = 100%	L1, L2, L3, L4
Practical	P <sub>1</sub>		% Total = 100%	

Updated by: Rev Dr Edgar Mihás	Date: 31/08/2021	Approved by: Heidi Amor	Date: 31/08/2021
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## Recommended Texts and Sources:

Each lecturer who delivers sessions on their contemporary issue will identify and provide further and specific texts and sources. The texts listed below, provide a flavour of what could be covered:

Atkinson, M., Jones, M., Lamont, E. (2007) Multi-agency working and its implications for practice: A review of the literature. CfBT Education Trust.

Boaz, A. Davies, H. Fraser, A. and Nutley, S. eds. (2019). What Works Now?: Evidence-Informed Policy and Practice. Bristol: Policy Press.

Boydell, L. (2015) A review of effectiveness of interagency collaboration at the early intervention stage. Dublin: Centre of Effective Services.

Brammer, A (2014). Safeguarding Adults. London: Palgrave Macmillan.

Cowley, S., Bliss, J., Mathew A., McVey, G. (2002) Effective interagency and interprofessional working: facilitators and barriers. *International Journal of Palliative Nursing*, 8(1), 30-39

Day, J (2013). Inter-professional Working. An essential guide for Health and Social Care professionals. Hampshire: Cengage Learning EMEA.

Docherty, T (2014). Managing Public Services - Implementing Changes. Oxon: Routledge.  
Duffy, M. (2014) Analysis of Success, Challenges, and Helpful Tools by Initiative Phase, Collective Impact Champions of Change San Francisco Backbone Workshop

Faulkner, D. and Burnett, R. (2012). Where Next for Criminal Justice. Bristol: Policy Press.  
Gasper, M (2010). Multi-agency Working in the Early Years: Challenges and Opportunities. London: Sage Publications Ltd.

Hannigan, B. and Allen, D. (2006). Complexity and change in the United Kingdom's system of mental health care. *Social Theory & Health*, 4(3), 244-263.

Hood, R. (2014). Complexity and Integrated Working in Children's Services. *The British Journal of Social Work*, 44(1), 27-43

Hunter, D and Perkins, N (2014). Partnership Working in Public Health. Bristol: Policy Press.  
Jelps, K. Dickinson, H and Miller, R (2016). Working in Teams. Bristol: Policy Press.

Littlechild, B. and Smith, R. (2012). A Handbook for Inter-professional Practice in the Human Services: Learning to Work Together. London: Routledge.

Mandelstam, M. (2013). Safeguarding Adults and the Law. 2nd edn. London: Jessica Kingsley.

McGuirk, P. M., O'Neill, P., Mee, K. (2015). Effective practices for interagency data sharing: insights from collaborative research in a regional intervention. *Australian Journal of Public Administration*, 74 (2), 199-211.

McKinley, E. M., Morgan, S. J., Gray, B. V., Macdonald, L. M., Pullon, S. R. H. (2017). Exploring interprofessional, interagency multimorbidity care: case study based observational research. *Journal of Comorbidity*, 7(1), 64-78

Morley, M (2015). The Public-Private Handbook: How to Maximise Value from Joint Working. London: Kogan Page Ltd.

Peck, E. Dickinson, H. and Carey, G. (2016). *Managing and Leading in Inter-Agency Settings*. Bristol: Policy Press.

Thomas, J. Pollard, K and Sellman, D (2014). *Inter-professional Working in Health and Social Care. Professional Perspectives*. London: Palgrave Macmillan.

Pycroft, A (2010). *Multiagency Working in Criminal Justice*. Bristol: The Policy Press.

Smith, P. R. J. (2010) BEST case scenario. A case study of effective multi-agency working at Malvin's Close Primary School, Blyth. National College for Leadership of Schools and Children's Services.

Statham, 2011. A review of international evidence on interagency working to inform the development of Children's Services Committees in Ireland.

Szilassy, E., Drinkwater, J., Hester, M., Larkins, C., Stanley, N., Turner, W., Feder, G. (2017). Making the links between domestic violence and child safeguarding: an evidence-based pilot training for general practice. *Health and Social Care in the Community*, 25(6), 1722-1732.

Tomlinson, K. (2003) *Effective interagency working: a review of the literature and examples from practice*. National Foundation for Education Research.

Various reports, Government documents/publications, statutory guidance and non-statutory practice guidance will also prove valuable reading including (but not exclusively); The Children Act (1989, 2004); Working together to Safeguard Children (2010); The Laming Inquiry; No Secrets (2000); Deprivation of Liberty Safeguards (2007).

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

MODULE CODE: FHSC303	MODULE TITLE: Work Based Learning
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CREDITS: 20	FHEQ Level: 6	JACS CODE: L510
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

As part of this module, students will undertake a period of professional practice within a health or social care setting. During their placement students will complete a project of benefit to the organisation. This module helps students to develop both personally and professionally (including employability skills), to become more reflective practitioners and to make informed career choices.

**ELEMENTS OF ASSESSMENT** *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	Pass/Fail
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Health

Professional body minimum pass mark requirement: n/a

**MODULE AIMS:**

- To provide students with the opportunity to complete a period of work experience and undertake a project relevant to the setting.
- To enhance students' knowledge and understanding of the inter-relationship of theory and Practice.
- To enable students to develop a comprehensive portfolio of evidence that supports their personal and professional development plans.
- To encourage students to develop effective helping relationships and partnerships with service users and professionals.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*

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

L1 Demonstrate how theoretical perspectives have informed own knowledge, understanding and practice.

L2 Plan for, critically reflect upon and demonstrate with evidence from own practice and work place the ability to apply knowledge and skills appropriate to a health or social care setting.

L3 Project manage a small-scale project of benefit to your vocational placement.

L4 Critically reflect upon own personal and professional development.

DATE OF APPROVAL:	05/2015	FACULTY/OFFICE:	Academic Partnerships
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DATE OF IMPLEMENTATION:	09/2015	SCHOOL/PARTNER:	Exeter College
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DATE(S) OF APPROVED CHANGE:	XX/XX/2015	TERM/SEMESTER:	All year
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**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

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

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

ACADEMIC YEAR: ACADEMIC YEAR: 2021-22	NATIONAL COST CENTRE: 131
MODULE LEADER: MODULE LEADER: Rev Dr Edgar Mihas	OTHER MODULE STAFF: None

### **SUMMARY of MODULE CONTENT**

Professional practice within health and social care requires workers to possess a range of qualities and practice skills that are transferable within the sector. Work-based learning recognises that essential learning can take place in the workplace where classroom learning can be critically examined by the rigours and demands of the placement experience. This process will provide opportunities for personal and professional development and therefore enhance employability.

This module will identify own personal and professional skills and qualities relevant to the health and social care sector. These include: an understanding of own strengths and weaknesses; an understanding of the challenges of the working environment; the development of clear and effective communication with professionals and service users; the ability to work collaboratively and on own initiative; the ability to see a need within an organisation, and to be able to plan and implement a project to meet that need; and an appreciation of the requirement for on-going personal and professional development.

Initially this module is led by the module leader who provides the module boundaries and guides the student through the process. Students will then take individual 'ownership' and responsibility for own progress and outcomes. The module leader will continue to monitor and advise to ensure that the assessment requirements and the learning outcomes are met.

This module is delivered in an accessible, practical and interactive manner and the module assignment reflects this approach. The coursework element will comprise of two parts: (1) a critical reflective journal and (2) evidence of the ability to plan and implement a project of benefit to your placement. You will also be required to complete a minimum of 100 hours of vocational (that will be confirmed by your placement supervisor). This practical element will not be graded but will achieve a pass or fail. Failure to complete the 100 hours will see you fail this module, irrespective of marks accumulated in the aforementioned coursework parts.

Students will be fully supported and guided through each element of the module assessment by the module leader. All students will also have the opportunity to have formal one-to-one conversation with the module leader to review progress with coursework and placement.

On successful completion of this module students will have the necessary practical experience which alongside theoretical knowledge and understanding will provide a foundation on which to inform further modules and enhance own vocational practice.

SUMMARY OF TEACHING AND LEARNING <i>[Use HESA KIS definitions]</i>		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Lecturer input on links with theory and practice, reflective writing refresher, project requirements and expectations whilst on placement.
Seminars	10	Students to share placement experiences, share best practice, and to use as an arena to discuss progress with project and to seek solutions/peer support.
Tutorials	5	Individual tutorials to support reflective writing and to review progress at vocational placement and with project completion.
Self-directed study	155	Completion of vocational practice hours, planning, designing and implementation of project and working towards elements of assessment.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1		% Total = 100%	
	T1		% Total = 100%	
Coursework	C1	Reflective journal	70%	L1, L2, L4
	C2	Project	30% Total = 100%	L3
Practical	P1	100 hours of vocational practice	Pass or Fail Total = 100%	L2, L3

Updated by: Rev Dr Edgar Mihas	Date: 31/08/2021	Approved by: Heidi Amor	Date: 31/08/2021
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## Recommended Texts and Sources:

Atwal, A. J. & M. (2009) *Preparing for Professional Practice in Health and Social Care* Oxford: Blackwell Publishing Ltd.

Baldry, E et al (2011) *Studying for Social Work* London: Sage Publishing.

Bassot, B. (2013). *The Reflective Journal*. Basingstoke: Palgrave MacMillan.

Benner, P. (2004) Using the Dreyfus Model of Skill Acquisition to Describe and Interpret Skill Acquisition and Clinical Judgment in Nursing Practice and Education. *Bulletin of Science, Technology & Society*, vol.24 (3) pp.188-199.

Bolton, G. and Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*, 5th edn. London: Sage Publications.

Dougherty, L. and Lister, S. *The Royal Marsden Manual of Nurseing: Clinical Nursing Procedures* (9<sup>th</sup> edition). West Sussex: Wiley Blackwell.

Gibbs, G (1988) *Learning by doing: a guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Polytechnic.

Griffin, M. (2003) Using critical incidents to promote and assess reflective thinking in preservice teachers. *Reflective Practice*, Vol 4 (2), pp.207-220.

Hargreaves, J. (2004) So how do you feel about that? Assessing reflective practice. *Nurse Education Today*, vol.24(3), pp.196-201.

Jasper, M. (1999) Nurses' perceptions of the value of written reflection. *Nurse Education Today*, vol.19(6), pp.452-463.

Jasper, M. (2013). *Beginning Reflective Practice*. Foundations in Nursing and Health Care. 2nd edn. London: Nelson Thornes.

Leeson, C (2007) *In Praise of Reflective Practice* in Willan, J et al (2007) *Early Childhood Studies* Exeter: Learning Matters.

Lishman, J. (ed) (2011) *Social Work Education and Training* London: Jessica Kingsley Publishers.

McKinlay, L. Tsigkas, G. Dickson, C. and Stuart, F. (2019) *Community Placement*. Edinburgh: Lantern Publishing.

Moon, J.A. (2006) *A Handbook for Reflective Practice and Professional Development* Oxon: Routledge.

Rosner, R. (2011) Albert Ellis' Rational-Emotive Behavior Therapy. *Adolescent Psychiatry*, vol.1, pp. 82-87.

Thurgate, C. J. and C. (2011) *Workplace Learning in Health and Social Care: A Student's Guide* Maidenhead: McGraw-Hill Education.

Tilmouth, T. et al (2011) *Foundation Degree in Health and Social Care* London: Hodder Education.

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

MODULE CODE: FHSC308	MODULE TITLE: Inter-agency and Partnership Working
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CREDITS: 20	FHEQ Level: 6	JACS CODE: L510
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*  
 Public service organisations are increasingly working together to encourage joined-up working. This is prevalent in health and social care where there is a need to develop joint working between care agencies to improve outcomes for or to safeguard vulnerable service user groups. This module will assist learners to critically explore partnership processes in health and social care.

ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked: Health

Professional body minimum pass mark requirement: n/a

- MODULE AIMS:**
- To develop an understanding of the nature and policy context of inter-agency and partnership working.
  - To develop an understanding of the role of inter-agency and partnership working in the safeguarding of children and adults.
  - To consider the benefits and complexities involved when professionals work together
  - To explore inter-agency and partnership working in practice in a range of contexts including those of a safeguarding nature.

**ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*  
 At the end of the module the learner will be expected to be able to:  
 L1 Demonstrate a systematic understanding and detailed knowledge of the nature and policy context of inter-agency working making reference to safeguarding children and vulnerable adults.  
 L2 Critically evaluate the effectiveness of inter-agency and partnership working in health and social care  
 L3 Analyse issues surrounding inter-agency and professional working in health and social care drawing on a specific safeguarding example.  
 L4 Discuss the future of partnership working

DATE OF APPROVAL:	02/2021	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2021	SCHOOL/PARTNER:	Exeter College
DATE(S) OF APPROVED CHANGE:	02/2021	TERM/SEMESTER:	All year

**Additional notes (for office use only):** For delivering institution's HE Operations or Academic Partnerships use if required

## **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: ACADEMIC YEAR: 2021-22	NATIONAL COST CENTRE: 131
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MODULE LEADER: MODULE LEADER: Rev Dr Edgar Mihas	OTHER MODULE STAFF: None
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### **SUMMARY of MODULE CONTENT**

The nature of health and social care is such, that for many users of health and care services, the quality of the service received or positive intervention to reduce or eliminate the risk of harm or abuse to safeguard the service user is dependent on a number of agencies and professionals effectively working together. Therefore, according to Irvine at al. (2008), to serve the best interests of the service users, professionals have a 'moral obligation' to work inter-professionally.

This module begins by exploring key concepts surrounding partnership and collaborative working and how they are often used inter-changeably before charting and considering the nature and policy context and drivers of inter-agency and professional working. Of note, partnership and inter-agency working as a response to issues of safeguarding (for children, young people and adults) will be explored in detail. The role of the service user as an empowered equal partner at the heart of the process will also be covered.

Further areas of study will include the exploration of the effectiveness of interagency and professional working and the issues surrounding this way of working including; individual and professional identity, organisational complexities, learning for new ways of working and the values and ethics of inter-agency and professional working. As the module progresses, particular professions will provide a focus for discussion as each field has its own history and complexities regarding inter-agency and professional working. When considering the effectiveness and difficulties of this way of working, case studies/serious case reviews of a safeguarding nature will be used to bring learning to life and to analyse the intricacies (strengths and limitations) of partnership working. Working with parents will also be touched upon.

Finally the future of partnership working will be covered; what will partnership working look like in two, five, ten years' time and what might the impact be on providing quality services and/or safeguarding vulnerable service users? This learning outcome will be assessed via a group based assessment towards the completion of this module.

This module is delivered in an accessible, practical and interactive manner and the module assignment is reflective of this. Students will be fully supported and guided through each element of the module assessment by the module leader. All students will also have the opportunity to have a formal one-to-one conversation with the module leader to review progress with their essay.

On successful completion of this module students will have theoretical knowledge and understanding of the complexities of inter-agency and professional working within health and social care contexts including those of a safeguarding nature. Students will be able to take this foundation on to inform further modules, to enhance their own vocational practice and/or undertake further professional or academic study.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Lecturer input.
Seminars	10	Working in small peer teams to present and share information on a specific topic of relevance.
Tutorials	5	Group and individual tutorials to support the writing of the assessment element.
Self-directed study	155	Preparation for lectures/seminars, researching and reading using various sources and working towards assessment element.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E1		% Total = 100%	
	T1		% Total = 100%	
Coursework	CC1 C2	Assessed Seminar	20%	L2, L3
		3,000-word Essay	80% Total = 100%	L1, L2, L3, L4
Practical	P1		% Total = 100%	

Updated by: Rev Dr Edgar Mihas	Date: 06/01/2021	Approved by: Heidi Amor	Date: 06/01/2021
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#### Recommended Texts and Sources:

Anning, A. Cottrell, D. Frost, N. Green, J and Robinson, M (2010). *Developing multi-professional teamwork for integrated children's services*. Berkshire: Open University Press.

Brammer, A (2014). *Safeguarding Adults*. London: Palgrave Macmillan.

Crawford, K (2012). *Inter-professional collaboration in social work practice*. London: Sage.

Day, J (2013). *Inter-professional Working. An essential guide for Health and Social Care professionals*. Hampshire: Cengage Learning EMEA.

Glasby, J. (2017). *Understanding Health and Social Care: Understanding Welfare: Social Issues, Policy and Practice*. 3rd edn. Bristol: Policy Press.

Glasby, J and Dickinson, H (2014). *Partnership working in Health and Social Care: What is integrated care and how can we deliver it?* Bristol: Policy Press.

Glasby, J and Tew J. (2015). *Mental Health Policy and Practice: Interagency working in Health and Social Care*. 3rd edn. London: Plagrove Macmillan.

Hammock, M. Freeth, D. Goodsman, D and Copperman, J (2009). *Being inter-professional*. Cambridge: Polity Press.

Horder, J and Leathard, A (2003). *Inter-professional Collaboration: From policy to practice in Health and Social Care*. East Sussex: Brunner Routledge.

Koubel, G and Bungay, H (2008). *The challenge of person-centred care: An Inter-professional approach*. London: Palgrave Macmillan.

Mandelsteam, M. (2013). *Safeguarding Adults and the Law*. 2nd edn. London: Jessica Kingsley.

Pollard, K. Thomas, J and Miers, M (2009). *Understanding inter-professional working in Health and Social Care*. London: Plagrove Macmillan.

Reid, J. and Burton, S. (2013). *Safeguarding and Protecting Children in the Early Years*. London: Routledge.

Thomas, J. Pollard, K and Sellman, D (2014). *Inter-professional Working in Health and Social Care. Professional Perspectives*. London: Palgrave Macmillan.

Various reports, Government documents/publications, statutory guidance and non-statutory practice guidance will also prove valuable reading including (but not exclusively); The Children Act (1989, 2004); Working together to Safeguard Children (2010); The Laming Inquiry; No Secrets (2000); Deprivation of Liberty Safeguards (2007).

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

MODULE CODE: FHSC306		MODULE TITLE: Working with Service Users with Additional Needs			
CREDITS: 20		FHEQ Level: 6		JACS CODE: L510	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes	
<p><b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i>          Understanding vulnerability and disability and our social responses to it presents a number of challenges to students, academics, policy makers and activists. This module will assist learners to critically explore historical and contemporary issues surrounding service users with additional needs.</p>					
<b>ELEMENTS OF ASSESSMENT</b> <i>Use HESA KIS definitions</i>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Health					
Professional body minimum pass mark requirement: n/a					
<p><b>MODULE AIMS:</b></p> <ul style="list-style-type: none"> <li>To explore concepts and definitions of vulnerability, illness, disability and impairment and models of disability.</li> <li>To consider factors relevant to working with service users with additional needs including risk, rights, responsibilities to protect vulnerable individuals, the service users perspective and legal obligations.</li> <li>To raise awareness and understanding of contemporary issues surrounding service users with additional needs.</li> <li>To allow students to pursue an area of interest in this field.</li> </ul>					
<p><b>ASSESSED LEARNING OUTCOMES:</b> <i>(additional guidance below)</i>          At the end of the module the learner will be expected to be able to:          L1 Critically discuss present knowledge and understanding of vulnerability, illness, disability and impairment.          L2 Analyse a chosen contemporary issue surrounding service users with additional needs.          L3 Consider specific factors, including vulnerability, relevant to working with service users with additional needs.          L4 Demonstrate a systematic understanding and detailed knowledge of your chosen issue surrounding service users with additional needs.</p>					
DATE OF APPROVAL:		05/2015	FACULTY/OFFICE:		Academic Partnerships
DATE OF IMPLEMENTATION:		09/2015	SCHOOL/PARTNER:		Exeter College
DATE(S) OF APPROVED CHANGE:		XX/XX/2015	TERM/SEMESTER:		Spring/Semester 2
<p><b>Additional notes (for office use only):</b> For delivering institution's HE Operations or Academic Partnerships use if required</p>					

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

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

ACADEMIC YEAR: ACADEMIC YEAR: 2021-22	NATIONAL COST CENTRE: 131
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MODULE LEADER: Rev Dr Edgar D M Mihas	OTHER MODULE STAFF: None
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### **SUMMARY of MODULE CONTENT**

That nature of health and social care is such that you will inevitably come into contact with service users who are vulnerable and have additional needs. In many contexts vulnerability, impairment and disability are seen as an issue however, this module offers a critical perspective with which to think differently about the way in which these terms are constructed, created and related to in everyday life.

This module begins by charting historical developments in the field, before critically considering definitions of and concepts associated with vulnerability and additional needs. Importantly, this module is not solely about the study of physical impairment(s) but the way in which difference is used to define what is acceptable and normal which in-turn defines boundaries and creates barriers. Lived experiences of service users with additional needs will provide further insight. Models used to explain disability will also be examined.

Further areas of study will include coverage of ongoing and contemporary issues surrounding service users with vulnerabilities and additional needs. These topics may vary year on year but could include access, education, personalisation, sexuality, family, charity and hate crime. It is anticipated that through the consideration of a number of contemporary issues, vulnerability and additional needs across the lifespan will be covered.

This module is delivered in an accessible, practical and interactive manner and the module assignment is reflective of this. Students will be fully supported and guided through each element of the module assessment by the module leader. All students will also have the opportunity to have a formal one-to-one conversation with the module leader to review progress with the assessment requirements.

On successful completion of this module students will have an understanding of the complexities of working with individuals with additional needs as well as theoretical knowledge of contemporary issues related to individuals with additional needs. Students will be able to take this foundation on to inform further modules, to enhance their own vocational practice and/or undertake further professional or academic study.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Lecturer input.
Seminars	10	Working in small peer teams to present and share information on a specific topic of relevance.
Tutorials	5	Group and individual tutorials to support the writing of the assessment element.
Self-directed study	155	Preparation for lectures/seminars, researching and reading using various sources and working towards assessment element.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 100%	
	T		% Total = 100%	
Coursework	C1	1,300-word Essay 2,000-word Academic poster	40% 60% Total = 100%	L1 L2, L3, L4
Practical	P		Total = 100%	

Updated by: Rev Dr Edgar Mihas	Date: 31/07/2021	Approved by: Heidi Amor	Date: 31/08/2021
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#### Recommended Texts and Sources:

Barnes, C. and Mercer, G. (2010). Exploring Disability. Cambridge: Policy Press.

Brotherton, G and Cronin, M. (eds.) (2013). Working with Vulnerable Children, Young People and Families. Abingdon: Routledge.

Cameron, C. (2014). Disability Studies. A student's guide, London: Sage Publications Ltd.

De Chesnay, M. and Anderson, B. (2019). Caring For The Vulnerable. 5th edn. Jones and Bartlett Publishers.

Dobransky, K. (2014). Managing Madness in the Community: The Challenge of Contemporary Mental Health Care (Critical Issues in Health and Medicine), London: Rutgers University Press.

Ellis, K. and Goggin, G. (2015). Disability and the Media. Hampshire: Palgrave Macmillan.

Golightley, M. (2011). Social Work and Mental Health (Transforming Social Work Practice). Exeter: Learning Matters Ltd.

Greaves, I. (2019). Disability Rights Handbook (2019-20). 44th edn. London: Disability Rights UK.

Harris, J. and Roulstone, A. (2010). Disability, Policy and Professional Practice. London: Sage Publications Ltd.

Heaslip, V. and Ryden, J. (eds.) (2013). *Understanding Vulnerability: A Nursing and Healthcare Approach*. Oxford: Blackwell.

Herring, J. (2016). *Vulnerable Adults and the Law*. Oxford: Oxford University Press.

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

Larkin, M. (2009). *Vulnerable groups in Health and Social Care*. London: Sage.

Mallet, R. and Runswick-Cole, K. (2014). *Approaching Disability. Critical Issues and Perspectives*. Oxon: Routledge.

Mandelstam, M. (2019). *Safeguarding Adults and the Law, Third Edition: An A-Z of Law and Practice*. 3rd edn. London: Jessica Kingsley Publishers.

## Staffing and Resources

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:

The Faculty of Healthcare, Childcare and Public Services have been efficacious in running a Foundation Degree in Health and Social Care Studies for nine years and have the knowledge, expertise and aptitude to successfully manage and deliver a third year degree programme that is comparable to Higher Education Institutions. Students who study the Foundation degree within the Faculty are incredibly well-supported with their studies and experience an outstanding level of teaching and learning from well-qualified lecturers and tutors who have significant industry experience. This unique and optimal learning experience will be replicated on the BSc (Hons) Health and Social Care (3<sup>rd</sup> year top-up) programme.

Of the proposed team (see staff C.V's in Approval Document p.15) 5 or 71% of the staff identified are full-time compared to 2 or 29% who hold part-time positions (1 of whom holds a significant fractional post). Of the seven staff, 4 or 57% principally teach on Health and Social Care programmes (all teach on the Foundation degree) with the remaining 3 staff (43%) drawn from both the Early Years Foundation degree and Public Services Foundation degree. This provides a diverse, balanced and complementary teaching team that, coupled with effective timetabling at the start of the academic year to ensure an appropriate balance of staff across the provision, makes for a positive student experience.

The Faculty is fortunate in that it has a low staff turnover and one of the best staff attendance records (low sickness and staff absences) in the College however, should there be (1) a period of staff absence sufficient cover will be put in place to ensure minimal disruption to learning and (2) should staff leave, as point one and Exeter College policies and processes will be adhered to, to fill the post as soon as is practicable.

All staff identified are qualified to graduate level in an appropriate discipline relevant to Health and Social Care and hold a recognised teaching qualification, in most cases, this is a Postgraduate Certificate in Education at Level seven. More than half of the teaching team hold Masters level qualifications with two members having achieved PHD's. Should there be a need to make an appointment as part of/post the approval process, the outline of the profile of this staff member would be: that they have current experience of teaching Higher Education, they hold a teaching qualification, they are at least qualified to Masters Level and have relevant experience of the Health and Social Care sector. We will endeavour to have this position filled by the start of the academic year but this is subject to Senior Leadership approval and the legalities surrounding the recruitment and appointment of staff.

PD3.2

## Module Level Staffing and Resourcing Requirements - aligned with current staff

Module Code, Title and Credits:	Module's Total Contact Hours	Essential Staff Qualifications and Experience	Resources / Facilities	Desirable Additional Skills Sets	Current Staff Name
FHSC301 Dissertation (40 credits)	90	<ul style="list-style-type: none"> <li>- Teaching qualification</li> <li>- Graduate degree</li> <li>- Masters Level qualification</li> <li>- Experience of teaching H.E</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of completed Dissertations (?)</li> <li>- Access to texts and e-resources</li> <li>- Facilities for binding of Dissertation</li> </ul>	<ul style="list-style-type: none"> <li>- Experience of supervising a research project</li> <li>- Level 8 qualification</li> </ul>	Olly Bycroft with support from Rev Dr Edgar Mihas
FHSC302 Contemporary Issues in Health and Social Care (20 credits)	45	<ul style="list-style-type: none"> <li>- Teaching qualification</li> <li>- Graduate degree</li> <li>- Experience of teaching H.E</li> </ul>	<ul style="list-style-type: none"> <li>- Access to texts and e-resources</li> </ul>	<ul style="list-style-type: none"> <li>- Masters Level qualification</li> </ul>	Rev Dr Edgar Mihas
FHSC303 Work Based Learning (20 credits)	45	<ul style="list-style-type: none"> <li>- Teaching qualification</li> <li>- Graduate degree</li> <li>- Experience of teaching H.E</li> </ul>	<ul style="list-style-type: none"> <li>- DBS paperwork and checking service</li> <li>- Access to placement database</li> <li>- Risk assessment paperwork (setting)</li> <li>- Access to an organisation to complete vocational practice</li> <li>- Access to texts and e-resources</li> </ul>	<ul style="list-style-type: none"> <li>- Management Experience</li> <li>- Experience of working in health and social care</li> </ul>	Rev Dr Edgar Mihas
FHSC305 Inter-agency and Partnership Working (20 credits)	45	<ul style="list-style-type: none"> <li>- Teaching qualification</li> <li>- Graduate degree</li> <li>- Experience of teaching H.E</li> </ul>	<ul style="list-style-type: none"> <li>- Access to texts and e-resources</li> </ul>	<ul style="list-style-type: none"> <li>- Experience of working in health and social care</li> </ul>	Rev Dr Edgar Mihas (with input from Heidi Amor)
FHSC306 Working with Service Users with Additional Needs (20 credits)	45	<ul style="list-style-type: none"> <li>- Teaching qualification</li> <li>- Graduate degree</li> <li>- Experience of teaching H.E</li> </ul>	<ul style="list-style-type: none"> <li>- Access to texts and e-resources</li> <li>- Academic poster making facilities</li> </ul>	<ul style="list-style-type: none"> <li>- Masters Level qualification</li> <li>- Experience of working in health and social care</li> </ul>	Rev Dr Edgar Mihas