ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2021-22

BA Health and Social Care Management (including top up year)

Contents

Welcome and Introduction

Welcome to the Plymouth University's BA (Hons) in Health and Social Care Management at City of Bristol College. This course of study provides insight into health and social care design, infrastructure, teams and delivery whilst giving students the means to interrogate health and social care models, theories and governance as well as developing practical leadership and management skills. With this degree from Plymouth University, you will be ideally placed for jobs in private and state health and social care settings, as well as charitable and health and social care-related organisations across the UK and abroad.

This course is ideal for you if you are interested in gaining a full Bachelor's degree in health and social care management and policy-making, are passionate about people's health and wellbeing, and are interested in helping to making the best possible health and social care available to everyone across all of society. You will study a variety of topics concerned with general health and social care concepts as well as taking modules designed to introduce you to a range of health and social care administration and management models and practices, as well as key transferable personal development and communication skills. By the end of the degree course you will be able to evaluate your own and others' roles in the health and social care workplace; be familiar with current policy developments; evaluate emerging strategic solutions; and recognise and value diversity and difference. You will understand how ethical, legal, social, economic and political factors influence the provision and development of services; and gain the essential critical and analytical skills needed to enter the world of health and social care practice in a variety of settings.

The Plymouth University BA (Hons) in Health and Social Care Management gives students an in-depth understanding of the issues that affect people who use health and social care and social services and the tools to consider how those services might be best delivered so that they work for the people who need them. It provides a firm foundation and understanding necessary for work in care management in a range of both state (NHS) and private health and social care settings. Alternatively, it may provide students with the impetus and background to pursue careers in the health and social care-related professions, in both charitable and commercial sectors.

The delivery of primary care services is changing. Managers working within health and social care need to have up-to-date skills, knowledge and expertise of health and social care design, infrastructure, teams and be able to interrogate health and social care models while developing practical leadership and management skills and an awareness of the best available evidence to inform their practice in order to be able to work within an inter-agency culture. Students will be encouraged to reflect on health and social care provisioning in terms of what they believe in, larger social and cultural norms and mores, and existing legal and moral frameworks. The course explores issues relating to group and teamwork, and collaboration across agencies.

Modules on the City of Bristol College's BA (Hons) in Health and Social Care Management address three primary strands across the years of delivery:

1. General health and social care concepts (H&SC)
2. Health and social care administration and management (A&M)
3. Transferable key skills and personal development (KS&PD)

Course modules a) address at least one of these areas, b) develop whole course themes across the threads c) respond to industry and discipline topic norms, d) progressively build student knowledge and understanding, and e) increase student employability (please see Appendix 3). Key cognate faculty are drawn primarily from Health and Care, with subject specialists co-opted from both Education and Business studies as appropriate. The College is very aware that a policy-based course aimed at providing students with greater employability across potential health and social care sectors must include specific elements pertaining to business and educative administration and management, within a health and social care context and framework.

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 is also offered as a stand alone "top up" route for students who have completed a Foundation Degree in Health and Social Care. For these students, please refer to the pages associated with the level 6 modules which you will find on pages x to y.

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 Institution and University Student Handbook which contains student support based information on issues such as finance and studying at HE
    o available on the Higher Education Moodle page

- Your Teaching, Learning and Assessment Handbook
    o available on the Higher Education Moodle page

- Plymouth University's Student Handbook
    o available at:
       https://www.plymouth.ac.uk/your-university/governance/student-handbook

Programme Specification

1. Programme Specification

1.1. Programme Specification

On the following pages you will find the specification for your programme; this provides a detailed overview of the programme as a whole. It explains what you will learn and how you will be assessed throughout the two stages of your Bachelor's Degree. The Programme Learning Outcomes Map specifies the knowledge and skills you will develop at each stage of your Bachelor's Degree.

1.1.1. Programme Specification

Awarding Institution: University of Plymouth
Teaching Institution: City of Bristol College
Accrediting Body: N/A
Final Award: BA (Hons)
Intermediate Awards: Certificate of Higher Education (CertHE),
Diploma of Higher Education (DipHE)
Programme Title: Health and Social Care Management
UCAS Code: L500
JACS Code:
Benchmarks: The Bachelor's Degree Qualification Benchmarks are tied to the relevant Health Studies QAA subject benchmark(s).

Date of Approval: **February 2014**

Admissions Criteria:

Qualification(s) Required for Entry to the BA (Hons)	Comments
	FdSc or FdA for entry to third year.

Candidates must have at Level 2:

At Level 2	
Key Skills requirement/Higher Level Diploma	Level 2 in Communications, IT and application of Number
and/or	
GCSEs required at Grade C and above	5 GCSE's between grades 9-4 (previously A-C) to include English and Maths or equivalent

Plus at least one of the following Level 3 qualifications:

A Levels required:	64 UCAS Points (previously 160)

	Two A2 Levels/Double AVCE
Advanced Level Diploma	Health and Social Care, Level 3
BTEC National Certificate/Diploma	Certificate or Diploma in a related health and social care field
HNC/D	HNC or HND in related health and social care field
VDA: AGNVQ, AVCE, AVS	See above
Access to HE or Year 0 provision	Successful completion of an Access to Higher Education Programme
International Baccalaureate	An Interview is required
Irish/Scottish Highers/Advanced Highers	An interview is required
APEL/APCL possibilities	Students applying to enrol on the BA (Hons) Health and Social Care Management with relevant experience or related qualifications will be considered for APEL or APCL as appropriate.
Interview/portfolio requirements	Interviews may be required by the admissions tutor.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required	A DBS (Disclosure and Barring Service), previously CRB (Criminal Records Bureau), check is required before starting the workplace module in year two. Students are responsible for arranging this and paying fees.

BA (Hons) Year 3/Top-up Entry Requirements:

To meet the initial entry requirements for Year 3/Top-up at Level 6 you will need 120 Level 5 and 120 Level 4 credits from previous study in a related field. This could be a Foundation Degree, HND or similar.

You will also need to have achieved GCSE English and Maths between grades 9-4 (previously A-C) or equivalent.

Aims of the Programme:
The programme is intended to: 1. Equip students with the knowledge and practical skills to safely and effectively work in partnership with a range of health care professionals;   2. Enable the analysis and management of health and social care policy in a range of health and social care settings;   3. Encourage the students to consider the relevance of research in the delivery of health and social care practice and policy;   4. Provide opportunities to demonstrate accountability, competence and safe practice in the structuring and provisioning of health and social care relevant to primary and secondary care in overall health and social care management;

5. Use a multi-disciplined approach exploring the diversity of methods for accessing and understanding of health and social care provisioning and infrastructure;

6. Involve relevant stakeholders in the understanding of research, allowing the student to better understand, evaluate, and disseminate findings relevant to community health and social care practice and policy.

Programme Intended Learning Outcomes (LO):

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

1. Evaluate and identify social constructs and concepts impacting on health and social care structures, policy, and provisioning;

2. Identify the impact of socio-economic patterns and their impact on community and personal approaches to health and health and social care;

3. Demonstrate the ability to analyse and evaluate approaches to health and social care teamwork and community focus, utilising relevant underpinning knowledge;

4. Demonstrate a critical awareness of the relevance of research into the efficacy of health and social care and health and social care provisioning;

5. Work effectively as both an individual, and as team member, in the delivery of health and social care in a range of settings;

6. Work in partnership with other health care professionals to safely and effectively deliver identified health and social care practice.

1.1.2. Brief Description of the Programme

The BA (Hons) degree in Health and Social Care Management provides students with a breadth of knowledge about health and social care constructs and delivery as well as depth of knowledge in terms of health and social care design, infrastructure, teamwork, delivery, and management. It also gives students the means to interrogate health and social care models and develop their practical leadership as well as management skills. Modules on this programme are designed to introduce students to a range of precepts which underlie concepts of health and wellbeing, increase students' health and social care management and policy-making skills, and produce reflective health and social care managers and policy experts who are concerned with the provision of excellent health and social care to clients across society.

1.1.3. Programme Structure and Pathways

College: City of Bristol College

Year: 2013-2014
Course Code: HBF 1554A01/1554B01
Full/Part Time: FT
Programme Structure for Health and Social Care Management **BA (Hons)**

Level 4				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**TERM**
COBC1 162	Agency and Morality: The Philosophy of Health and Social Care	20	CORE	1
COBC1 163	Regulation, Social Policy and Health and Social Care Practice	20	CORE	1
COBC1 164	Introduction to Resources and Research Methods	20	CORE	1
COBC1 165	Sociology and Psychology of Health	20	CORE	2
COBC1 166	Health and Social Care Delivery in a Global Context	20	CORE	2
COBC1 167	Investigating Delivery: Teamwork and Structure	20	CORE	2

Level 5				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**TERM**
COBC2 123	Integrated Arts and Health	20	CORE	1
COBC2 124	The Life-Course: Changing Demands and Provisioning	20	CORE	1
COBC2 125	Resources and Health and Social Care	20	CORE	1
COBC2 126	Addiction and Substance Misuse	20	CORE	2
COBC2 127	Community-Based Health and Social Care: Identifying Need	20	CORE	2
COBC2 128	Work Based Learning	20	CORE	1-2

Level 6					
Module Code	Module Title	No. of Credits	Core / Optional	TERM
COBC3000	Coaching for Performance	20	CORE	1
COBC3022	Leadership in Health and Social Care	20	CORE	1
COBC3024	Integrated Care Systems: Identifying and Working with Community Stakeholders	20	CORE	1
COBC3023	Employability	20	CORE	2
COBC3021	Dissertation	40	CORE	2

Full/Part Time: Part Time

Programme Structure:

YEAR ONE: Level 4					
Module Code	Module Title	No. of Credits	Core / Optional	TERM
COBC1162	Agency and Morality: The Philosophy of Health and Social Care	20	CORE	1
COBC1163	Regulation, Social Policy and Health and Social Care Practice	20	CORE	1
COBC1164	Introduction to Resources and Research Methods	20	CORE	2
COBC2123	Sociology and Psychology of Health	20	CORE	2

YEAR TWO: Level 4 (term one) and Level 5 (term two)					
COBC1166	Health and social care Delivery in a Global Context	20	CORE	1
COBC1167	Investigating Delivery: Teamwork and Structure	20	CORE	1
COBC1165	Integrated Arts and Health	20	CORE	2

COBC2 124	The Life-Course: Changing Demands and Provisioning	20	CORE	2

YEAR THREE Level 5				
Module Code	Module Title	No. of Credits	Core / Optional	TERM
COBC2 125	Resources and Health and Social Care	20	CORE	1
COBC2 126	Addiction and Substance Misuse	20	CORE	1
COBC2 127	Community-Based Health and Social Care: Identifying Need	20	CORE	2
COBC2 128	Work Based Learning	20	CORE	1-2

YEAR FOUR Level 6				
Module Code	Module Title	No. of Credits	Core / Optional	TERM
COBC3 000	Coaching for Performance	20	CORE	1
COBC3 022	Leadership in Health and social care	20	CORE	1
COBC3 024	Integrated Care Systems: Identifying and Working with Community Stakeholders	20	CORE	2
COBC3 023	Employability	20	CORE	2

YEAR FIVE Level 6				
COBC3 021	Dissertation	40	CORE	1

1.1.1. Progression Route(s)

Graduates of the City of Bristol Health and Social Care Management BA (Hons) will be well placed to apply for further postgraduate study at Masters' Degree level in health and social care policy and management, as well as in health and social care administration (MBNAs). Analysis of current listings on www.prospects.ac.uk has also suggested a range of prospective employment routes for our graduates. These include jobs in the NHS, private health and social care clinics, the charitable sector (UK & internationally), and health and social care-related commercial sectors. Please see Appendix 6.

1.1.2. Any Exceptions to Plymouth University Regulations   N/A

1.1.3. Teaching Methods and Assessments

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
By the end of the programme the student will be able to demonstrate knowledge and understanding of: • The major theories of the health and social care policy and practice, and an awareness of a variety of ideas, contexts and frameworks • The wider social and environmental implications of health and social care delivery, and an ability to debate issues in relation to more general ethical perspectives • Knowledge of current UK health and social care policy and regulation; • Awareness of different community health and social care stakeholders; • Familiarity with different models of health and social care setting and delivery; • Appreciation for the role and impact of social factors on health and social care demands and delivery.	**Primary** • Lectures and tutorials • Seminar sessions • Directed independent study • Learning from work experience **Secondary** • Case studies • Group problem-solving exercises • Portfolio and CPD development
NB: Benchmark References Please see QAA benchmarks, **Appendix A.1 - 17**	**Assessment** Key knowledge and understanding is assessed via a combination of essays, group and individual presentations, seminar performance, in-class tests, case study work, and portfolio compilation.

B: Cognitive and Intellectual Skills	Learning and Teaching Strategy/Method
By the end of the programme the student will be able to demonstrate knowledge and understanding of: • health as a contested concept; • the multidisciplinary nature of health studies; • the central place of research activity in the development of the subject;	**Primary** • Class exercises • Tutorial/seminar discussions • Feedback via coursework assessment process (essays, etc.) • Policy and practice analysis in surgeries and other clinical settings

	Secondary
• the diverse determinants of health and well-being;	• Computer-based practicals collection and use of data and measurement problems.
• the contemporary issues at the forefront of the subject;	
• the range of theories of causality relating to health;	
• social policy approaches and potential influence upon health and well-being;	
• the theoretical and professional rationales concerning health interventions;	
• the role of individual differences in affecting health status;	
• the diversity of the experience of health and well-being;	
• the diversity of values associated with health and well-being;	
• comparisons within and between health and social care systems and modes of delivery;	
• cultural diversity within health and well-being;	
• the central theoretical arguments and paradigms in health research;	
• the use and application of information technology to communication and analysis within the discipline.	
•	
NB: Benchmark References Please see QAA benchmarks, **Appendix A.1 - 17**	**Assessment** • Assessed discussions • Essays, case study projects; • In-class tests; • Groupwork exercise; • Dissertation.

C: Key Transferable Skills	**Learning and Teaching Strategy/Method**
A health and social care studies graduate should be able to: • compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts • analyse health and health issues, alongside health information and data that may be drawn from a wide range of disciplines	**Primary** • Library and other research exercises; • Groupwork awareness and practice; • Computer-based learning and assessment. **Secondary** • Class and seminar interaction and feedback.

• synthesise coherent arguments from a range of contesting theories relating to health and health issues • draw upon the lived experience of health, well-being and illness • critically reflect on the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being • articulate central theoretical arguments within a variety of health contexts • draw on research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines.	
• In addition to these subject-specific skills, the health studies graduate will have developed many other skills related to the successful completion of a degree programme, and which are relevant and transferable in terms of the graduate's successful career management.	**Assessment** • Coursework of all types; • Assessed presentations; • Case Study work; • Group work assessments / • Dissertation preparation and completion.
NB: Benchmark References Please see QAA benchmarks, **Appendix B.1 – 6**	

D: Employment Related Skills	Learning and Teaching Strategy/Method
A health and social care graduate should be able to: • communicate with others in a clear and articulate manner, both verbally and in writing • use appropriate academic conventions in the production and presentation of work • present ideas and arguments in a well-structured and coherent manner in a variety of formats • work with others in groups, taking responsibility for an agreed area of a • shared activity	**Primary** • Portfolios and log books; • Online journals & PDP planning software; • Time management software (ie. Gannt charts); • Work-based placement; • Teamwork exercise and assessment; • Student dissertation. **Secondary** • IT skills

• negotiate formally and informally as appropriate • identify and propose solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues • develop an appreciation of how organisations and businesses within the sector • operate and consider the relevance of national employability skills criteria • carry out tasks independently • recognise issues relating to equal opportunities and diversity, and identify appropriate courses of action in relation to such issues • gather and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems • use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task • reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.	
E: Practical Skills	**Learning and Teaching Strategy/Method**
By the end of the programme the student will be able to: • Familiarity and competence working with health and social care database resources (I.e. Cochrane); • Observational techniques	• ICT work; • Lectures and tutorials; • Team project; • Designated tasks in work placement; • Learning from work; • Dissertation module.
	Assessment • Project work • Competence in a range communication techniques within health and social care settings.
NB: Benchmark References Please see QAA benchmarks, **Appendix B.1 – 6**	

1.1.4. Distinctive Features of the Bachelor's Degree

The City of Bristol College BA (Hons) in Health and Social Care Management aims to produce graduates well-versed in health and social care administration and management, with a strong awareness of health and social care 'teams', delivery, and underlying infrastructure. City of Bristol College has a number of strengths, in particular you will benefit from our particular 'HE in FE' experience, including:

- HE experience and rigour in a community setting;
- excellent staff to student ratios;
- emphasis on the nurturing and support of students;
- classroom enrichment reflecting the wide range of student backgrounds.

1.1.5. Learning Outcomes Maps for City of Bristol Health and Social Care Management BA (Hons) at HE Levels 4, 5, and 6

Learning Outcomes Map	Level 4		
Graduate Attributes and Skills			
Core Programme Intended Learning Outcomes	**Programme Aim**	**Programme Learning Outcome**	**Related Core Modules**
1. Knowledge/ Understanding Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular: **A.** The major theories of the health and social care policy and practice, and an awareness of a variety of ideas, contexts and frameworks; **B.** The wider social and environmental implications of health and social care delivery, and an ability to debate issues in relation to more general ethical perspectives; **C.** Knowledge of the current UK health and social care policy and regulation; **D.** Awareness of different community health and social care stakeholders; **E.** Familiarity with different models of health and social care setting and delivery; **F.** Appreciation for the role and impact of social factors on health and social care demands and delivery.	2, 3 4, 5 2, 3 1, 4 4, 5, 6 5, 6	1, 2, 3, 1, 2, 3, 1, 2, 3, 4 1, 2, 3, 5, 6 1, 2, 3, 4, 5, 6 1, 2, 3	A. Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Integrated Arts and Health; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork) B. Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Health and social care Delivery in a Global Context C. Regulation, Social Policy and Health and social care Practice; Resources & Research Methods D. Agency and Morality; Regulation, Social Policy and Health and social care Practice; Health and social care Delivery in a Global Context E. Agency and Morality; Regulation, Social Policy and Health and social care Practice; Health and social care Delivery in a Global Context F. Agency and Morality; Regulation, Social Policy and Health and social care Practice; Health and social care Delivery in a Global Context

• **Cognitive / Intellectual Skills** (generic) Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to: A. Health as a contested concept; B. The multidisciplinary nature of health studies; C. The central place of research activity in the development of the subject; D. The diverse determinants of health and well-being; E. The contemporary issues at the forefront of the subject; F. The range of theories of causality relating to health; G. Social policy approaches and potential influence upon health and well-being; H. The theoretical and professional rationales concerning health interventions; I. The role of individual differences in affecting health status; J. The diversity of the experience of health and well-being; K. The diversity of values associated with health and well-being; L. Comparisons within and between health and social care systems and modes of delivery; M. Cultural diversity within health and well-being; N. The central theoretical arguments and paradigms in health research; **O.** The use and application of information technology to communication and analysis within the discipline.	3, 5, 6 1, 3, 5 2, 3, 6 1,2, 5 2,3,5,6 1,3,5,6 2,3,4,6 1,2,3,5,6 1, 5 1,2, 4, 5 1,2,5,6 1,2,5,6 1, 2, 6 3, 6 1, 4	1 1, 3, 5, 6 3, 4 1, 2, 6 1, 2, 3, 4, 6 1, 2, 3, 4 1, 2, 3, 4 1, 3,4 1, 2, 5, 6 1, 2 1, 2 1, 3, 5, 6 1, 2, 6 3, 4 3, 4, 5, 6	**A. J, D, F, G, J, K, L, M.** - Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork) **B. D, E, F, G, H, L, M,** - Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Integrated Arts and Health; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork) **C. E. H. L. N. O** - Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Investigating Delivery (teamwork) **I** - A. Agency and Morality; Regulation, Integrated Arts and Health; Investigating Delivery (teamwork)

• **Key / Transferable Skills** (generic) Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to: **A.** Compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts **B.** Analyse health and health issues, alongside health information and data that may be drawn from a wide range of disciplines **C.** Synthesise coherent arguments from a range of contesting theories relating to health and health issues **D.** Draw upon the lived experience of health, well-being and illness **E.** Critically reflect on the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being **F.** Articulate central theoretical arguments within a variety of health contexts **G.** Draw on research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines.	1,2, 6 2, 3, 5 2, 3, 5, 6 1,4, 5 1,2,3,4,5,6 1, 2, 5 1,2,3,6	1, 2, 3, 5, 6 1, 3, 4, 5 1, 2, 3, 4 2, 5, 6 1, 2, 5, 6 1, 3, 5 1, 2, 3, 4,	A. D. - Agency and Morality; Regulation, Social Policy and Health and social care Practice; Health and social care Delivery in a Global Context B. E. - Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Integrated Arts and Health; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork) C. - Agency and Morality; Resources & Research Methods; Integrated Arts and Health; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork) F. - Agency and Morality; Regulation, Social Policy and Health and social care Practice; Health and social care Delivery in a Global Context G. A. Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Integrated Arts and Health; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork)

• **Employment-related skills** Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to: **A.** Communicate with others in a clear and articulate manner, both verbally and in writing; **B.** Use appropriate academic conventions in the production and presentation of work; **C.** Present ideas and arguments in a well-structured and coherent manner in a variety of formats; **D.** Work with others in groups, taking responsibility for an agreed area of a shared activity; **E.** Negotiate formally and informally as appropriate **F.** Identify and propose solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues; **G.** Develop an appreciation of how organisations and businesses function within the sector; **H.** Operate and consider the relevance of national employability skills criteria; **I.** Carry out tasks independently; **J.** Recognise issues relating to equal opportunities and diversity, and identify appropriate courses of action in relation to such issues **K.** Gather and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems/ **L.** Use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task **M.** Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.	1, 4, 6 1, 3, 4, 6 1, 3, 4, 6 1, 3, 6 1, 3, 6 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6 4, 6 1, 2, 3, 4, 6 1, 3, 4, 5, 6 2, 3 2, 4, 5, 6 1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6 1, 3, 4 1, 2, 3, 4, 5, 6 3, 5, 6 3, 5, 6 1, 2, 3, 4, 5 1, 3, 5, 6 3, 5, 6 1, 2, 3, 4, 6 1, 2, 5, 6 1, 2, 3, 4 1, 2, 3, 4, 5, 6 1, 2,3 ,4, 5, 6	A. B. C. D. - Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Integrated Arts and Health; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork) E. F. G. H. I – Investigating Delivery (teamwork) J. K. L. M. - Agency and Morality; Regulation, Social Policy and Health and social care Practice; Resources & Research Methods; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork)

2. **Practical Skills** *(subject specific)*			
• *Familiarity and competence working with health and social care database resources (I.e. Cochrane);*	2, 3, 4, 5, 6	2, 3, 4, 6	Resources & Research Methods; Health and social care Delivery in a Global Context; Investigating Delivery (teamwork)
• *Observational techniques*	1, 4, 5	1, 3, 5	
3. **Other**			

Learning Outcomes Map	Level 5		
Graduate Attributes and Skills			
Core Programme Intended Learning Outcomes	**Programme Aim**	**Programme Learning Outcome**	**Related Core Modules**
4. Knowledge/ Understanding Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular: **A.** The major theories of the health and social care policy and practice, and an awareness of a variety of ideas, contexts and frameworks; **B.** The wider social and environmental implications of health and social care delivery, and an ability to debate issues in relation to more general ethical perspectives; **C.** Knowledge of the current UK health and social care policy and regulation; **D.** Awareness of different community health and social care stakeholders; **E.** Familiarity with different models of health and social care setting and delivery; **F.** Appreciation for the role and impact of social factors on health and social care demands and delivery.	2, 3 4, 5 2, 3 1, 4 4, 5, 6 5, 6	1, 2, 3, 1, 2, 3, 1, 2, 3, 4 1, 2, 3, 5, 6 1, 2, 3, 4, 5, 6 1, 2, 3	A.B.C. D.F. - Sociology and Psychology of Health; The Life-Course: Changing Demands & Provisioning; Resources and Health and social care; Addiction & Substance Misuse; Community-Based Health and social care: Identifying Need; Work Based Learning E. - Sociology and Psychology of Health; Resources and Health and social care Community-Based Health and social care: Identifying Need; Work Based Learning

• **Cognitive / Intellectual Skills** (generic) Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to: A. Health as a contested concept; B. The multidisciplinary nature of health studies; C. The central place of research activity in the development of the subject; D. The diverse determinants of health and well-being; E. The contemporary issues at the forefront of the subject; F. The range of theories of causality relating to health; G. Social policy approaches and potential influence upon health and well-being; H. The theoretical and professional rationales concerning health interventions; I. The role of individual differences in affecting health status; J. The diversity of the experience of health and well-being; K. The diversity of values associated with health and well-being; L. Comparisons within and between health and social care systems and modes of delivery; M. Cultural diversity within health and well-being; N. The central theoretical arguments and paradigms in health research; O. The use and application of information technology to communication and analysis within the discipline.	3, 5, 6 1, 3, 5 2, 3, 6 1,2, 5 2,3,5,6 1,3,5,6 2,3,4,6 1,2,3,5,6 1, 5 1,2, 4, 5 1,2,5,6 1,2,5,6 1, 2, 6 3, 6 1, 4	1 1, 3, 5, 6 3, 4 1, 2, 6 1, 2, 3, 4, 6 1, 2, 3, 4 1, 2, 3, 4 1, 3,4 1, 2, 5, 6 1, 2 1, 2 1, 3, 5, 6 1, 2, 6 3, 4 3, 4, 5, 6	A.B.D. E. F. G. H.I.J.K.L.M.N - Sociology and Psychology of Health; The Life-Course: Changing Demands & Provisioning; Resources and Health and social care; Addiction & Substance Misuse; Community-Based Health and social care: Identifying Need; Work Based Learning C. Sociology and Psychology of Health; The Life-Course: Changing Demands & Provisioning; Resources and Health and social care Addiction & Substance Misuse; Community-Based Health and social care O. Resources and Health and social care; Community-Based Health and social care: Identifying Need; Work Based Learning

• **Key / Transferable Skills** (generic) Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to: **A.** Compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts **B.** Analyse health and health issues, alongside health information and data that may be drawn from a wide range of disciplines **C.** Synthesise coherent arguments from a range of contesting theories relating to health and health issues **D.** Draw upon the lived experience of health, well-being and illness **E.** Critically reflect on the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being **F.** Articulate central theoretical arguments within a variety of health contexts **G.** Draw on research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines.	1,2, 6 2, 3, 5 2, 3, 5, 6 1,4, 5 1,2,3,4,5,6 1, 2, 5 1,2,3,6	1, 2, 3, 5, 6 1, 3, 4, 5 1, 2, 3, 4 2, 5, 6 1, 2, 5, 6 1, 3, 5 1, 2, 3, 4,	A.B.D.E.F - Sociology and Psychology of Health; The Life-Course: Changing Demands & Provisioning; Addiction & Substance Misuse; Community-Based Health and social care: Identifying Need; Work Based Learning C. F. G. - Sociology and Psychology of Health; The Life-Course: Changing Demands & Provisioning; Resources and Health and social care; Addiction & Substance Misuse; Community-Based Health and social care: Identifying Need

• **Employment-related skills** Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to:			A.B.C.F.I.J.K.L.M. - Sociology and Psychology of Health; The Life-Course: Changing Demands & Provisioning; Resources and Health and social care; Addiction & Substance Misuse; Community-Based Health and social care: Identifying Need; Work Based Learning D.E.G.H.I.J.K.L.M. - Resources and Health and social care; Community-Based Health and social care: Identifying Need; Work Based Learning
A. Communicate with others in a clear and articulate manner, both verbally and in writing;	1, 4, 6	1, 3, 4, 5, 6	
B. Use appropriate academic conventions in the production and presentation of work;	1, 3, 4, 6	1, 3, 4	
C. Present ideas and arguments in a well-structured and coherent manner in a variety of formats;	1, 3, 4, 6	1, 2, 3, 4, 5, 6	
D. Work with others in groups, taking responsibility for an agreed area of a shared activity;	1, 3, 6	3, 5, 6	
E. Negotiate formally and informally as appropriate	1, 3, 6	3, 5, 6	
F. Identify and propose solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues;	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	
G. Develop an appreciation of how organisations and businesses function within the sector;	1, 2, 3, 4, 5, 6	1, 3, 5, 6	
H. Operate and consider the relevance of national employability skills criteria;	4, 6	3, 5, 6	
I. Carry out tasks independently;	1, 2, 3, 4, 6	1, 2, 3, 4, 6	
J. Recognise issues relating to equal opportunities and diversity, and identify appropriate courses of action in relation to such issues	1, 3, 4, 5, 6	1, 2, 5, 6	
K. Gather and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems/	2, 3	1, 2, 3, 4	
L. Use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task	2, 4, 5, 6	1, 2, 3, 4, 5, 6	
M. Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.	1, 2, 3, 4, 5, 6	1, 2,3 ,4, 5, 6	

5. **Practical Skills** (subject specific)			A - Sociology and Psychology of Health; The Life-Course: Changing Demands & Provisioning; Resources and Health and social care; Addiction & Substance Misuse; Community-Based Health and social care: Identifying Need; Work Based Learning
A. *Familiarity and competence working with health and social care database resources (I.e. Cochrane);*	2, 3, 4, 5, 6	2, 3, 4, 6	
B. *Observational techniques*	1, 4, 5	1, 3, 5	
			B – Work Based Learning
6. **Other**			

Learning Outcomes Map	Level 6		
Graduate Attributes and Skills			
Core Programme Intended Learning Outcomes	**Programme Aim**	**Programme Learning Outcome**	**Related Core Modules**

7. Knowledge/ Understanding Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular:			
A. The major theories of the health and social care policy and practice, and an awareness of a variety of ideas, contexts and frameworks;	2, 3	1, 2, 3,	A. Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module
B. The wider social and environmental implications of health and social care delivery, and an ability to debate issues in relation to more general ethical perspectives;	4, 5	1, 2, 3,	B. Integrated Care Systems; Employability; Dissertation Module
C. Knowledge of the current UK health and social care policy and regulation;	2, 3	1, 2, 3, 4	C. Coaching for Performance; Employability; Dissertation Module
D. Awareness of different community health and social care stakeholders;	1, 4 4, 5, 6	1, 2, 3, 5, 6 1, 2, 3, 4, 5, 6	D. Leadership in Health and social care; Integrated Care Systems
E. Familiarity with different models of health and social care setting and delivery;	5, 6	1, 2, 3	E. Coaching for Performance; Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module
F. Appreciation for the role and impact of social factors on health and social care demands and delivery.			F. Coaching for Performance; Integrated Care Systems; Employability; Dissertation Module

• **Cognitive / Intellectual Skills** (generic) Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to:			
A. Health as a contested concept;	3, 5, 6	1	A.B.D.E.F.G.H.I.J.K.L.M - Coaching for Performance; Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module
B. The multidisciplinary nature of health studies;	1, 3, 5	1, 3, 5, 6	
C. The central place of research activity in the development of the subject;	2, 3, 6	3, 4	
D. The diverse determinants of health and well-being;	1,2, 5	1, 2, 6	
E. The contemporary issues at the forefront of the subject;	2,3,5,6	1, 2, 3, 4, 6	
F. The range of theories of causality relating to health;	1,3,5,6	1, 2, 3, 4	C.F.G.N.O. - Leadership in Health and social care; Employability; Dissertation Module
G. Social policy approaches and potential influence upon health and well-being;	2,3,4,6	1, 2, 3, 4	
H. The theoretical and professional rationales concerning health interventions;	1,2,3,5,6	1, 3,4	
I. The role of individual differences in affecting health status;	1, 5	1, 2, 5, 6	
J. The diversity of the experience of health and well-being;	1,2, 4, 5	1, 2	
K. The diversity of values associated with health and well-being;	1,2,5,6	1, 2	
L. Comparisons within and between health and social care systems and modes of delivery;	1,2,5,6	1, 3, 5, 6	
M. Cultural diversity within health and well-being;	1, 2, 6	1, 2, 6	
N. The central theoretical arguments and paradigms in health research;	3, 6	3, 4	
O. The use and application of information technology to communication and analysis within the discipline.	1, 4	3, 4, 5, 6	

• **Key / Transferable Skills** (generic) Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:			A. Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module
A. Compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts	1,2, 6	1, 2, 3, 5, 6	
B. Analyse health and health issues, alongside health information and data that may be drawn from a wide range of disciplines	2, 3, 5	1, 3, 4, 5	B. D.E. Coaching for Performance; Integrated Care Systems; Employability; Dissertation Module
C. Synthesise coherent arguments from a range of contesting theories relating to health and health issues	2, 3, 5, 6	1, 2, 3, 4	
D. Draw upon the lived experience of health, well-being and illness	1,4, 5	2, 5, 6	C.F.G. Coaching for Performance; Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module
E. Critically reflect on the links between individual experience of health and health issues and the wider structural elements relevant to health and well-being	1,2,3,4,5,6	1, 2, 5, 6	
F. Articulate central theoretical arguments within a variety of health contexts	1, 2, 5	1, 3, 5	
G. Draw on research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines.	1,2,3,6	1, 2, 3, 4,	

• **Employment-related skills** Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to: A. Communicate with others in a clear and articulate manner, both verbally and in writing;			A.B.C.D.E.F. I.J.K.L.M. - Coaching for Performance; Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module
	1, 4, 6	1, 3, 4, 5, 6	
B. Use appropriate academic conventions in the production and presentation of work;	1, 3, 4, 6	1, 3, 4	
C. Present ideas and arguments in a well-structured and coherent manner in a variety of formats;	1, 3, 4, 6	1, 2, 3, 4, 5, 6	
D. Work with others in groups, taking responsibility for an agreed area of a shared activity;	1, 3, 6	3, 5, 6	G. Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module
E. Negotiate formally and informally as appropriate	1, 3, 6	3, 5, 6	
F. Identify and propose solutions to problems, both in relation to the substantive area of health studies and to other educational and social issues;	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	
G. Develop an appreciation of how organisations and businesses function within the sector;	1, 2, 3, 4, 5, 6	1, 3, 5, 6	
H. Operate and consider the relevance of national employability skills criteria;	4, 6	3, 5, 6	
I. Carry out tasks independently;	1, 2, 3, 4, 6	1, 2, 3, 4, 6	
J. Recognise issues relating to equal opportunities and diversity, and identify appropriate courses of action in relation to such issues	1, 3, 4, 5, 6	1, 2, 5, 6	
K. Gather and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems/	2, 3	1, 2, 3, 4	
L. Use information and communication technology to store, retrieve and produce material, including the use of word-processing, databases, spreadsheets and other applications as appropriate to the task	2, 4, 5, 6	1, 2, 3, 4, 5, 6	
M. Reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning.	1, 2, 3, 4, 5, 6	1, 2,3 ,4, 5, 6	

8. **Practical Skills** *(subject specific)* **A.** *Familiarity and competence working with health and social care database resources (I.e. Cochrane);* **B.** *Observational techniques*	2, 3, 4, 5, 6 1, 4, 5	2, 3, 4, 6 1, 3, 5	A. Coaching for Performance; Leadership in Health and social care; Integrated Care Systems; Employability; Dissertation Module B. Coaching for Performance; Employability
9. **Other**			

Module Records

MODULE RECORDS

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC1162	MODULE TITLE: Agency and Morality: The Philosophy of Health and Social Care

CREDITS: 20	FHEQ LEVEL: 4	JACS CODE:L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
Agency and Morality: The Philosophy of Health and Social Care examines key theories and precepts which underpin social approaches to, and delivery of, health and social care from a historical and cultural perspective. Analysing a range of authors and philosophical premises, 'Agency and Morality' assesses ideas underpinning our understanding of health, wellbeing, treatment and authority; from individual, social, and political contexts.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	50%	**P1**	50%
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: Students will learn to
1. Demonstrate familiarity with the philosophical concepts relating to the construction and delivery of health and social care;
2. Apply underlying concepts of the ethics, morality, and agency involved in health and social care strategy and implementation to a range of situations;
   3. Relate philosophical concepts to real life practice.

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

- Identify a variety of philosophical precepts and models as they relate to health and social care delivery;
- Develop an awareness of the relationship between ethical practice and the law;
- Outline a range of non-regulatory health and social care determinants;
- Present, evaluate, and interpret a range of philosophical concepts which have influenced current practice and policy.

DATE OF APPROVAL: 1.2.14	**ACADEMIC PARTNERSHIPS:** University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	**SCHOOL/PARTNER:** City of Bristol
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**TERM: Autumn**

Additional notes (for office use only):

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/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- 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/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE:

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- Definitions of agency and morality; their influence on health and social care delivery;
- Definitions of quality of life;
- Ethics of medicine, nursing and business in health and social care;
- Clinical and ethical decision making (to include advocacy);
- Cost benefit analysis and cost effective care;
- Societal influence on the institution of health and social care;
- Ethical information management and evidence based care ;
- Key philosophical thinkers and theories who have influenced medicine and health and social care.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Investigative essay	50%	Examining single philosopher or philosophical model.
Practice	P_	Group presentation	50%	Examining impact of philosophical model/s on health and social care provisioning.

Recommended Texts and Sources

The recommended texts for the module are:

- Ballatt, J and Campling, P. (2011) *Intelligent Kindness: Reforming the Culture of Health and Social Care.* London, RCPsych Publications.
- McLean, S.. (2006) *First Do No Harm: Law, Ethics and Health and social care (Applied Legal Philosophy). Surrey,* Ashgate Publishing.
- More, M. and Vita-More, N. (2013) *The Transhumanist Reader: Classical and Contemporary Essays on the Science, Technology, and Philosophy of the Human Future*, Chichester, John Wiley & Sons.
- Stevenson, L., Haberman, D. and Matthews Wright, P (2013) *Twelve Theories of Human Nature.* Oxford, Oxford University Press
- Williams, J. Mark G. and Kabat-Zinn, J. (2013) *Mindfulness: Diverse Perspectives on its Meaning, Origins and Applications.* Oxford, Routledge

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC1163	MODULE TITLE: Regulation, Social Policy and Health and Social Care Practice

CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
This module provides students with an introduction to social regulation and policy in the health and social care sector. It looks at the history and role of legislation in changing health and social care delivery in the UK, and the current state of policy affecting health and social care practice across sectors. Regulation, Social Policy and the Law considers issues surrounding data keeping, confidentiality and patient rights alongside policies effecting professional practitioner regulation, competency, and standards. The module focuses current health and social care policy **from a managerial and administrative** work-based perspective where students examine current legislation and practice in 'real life' contexts.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: This module provides students with the working knowledge of current legislation and policy necessary for informed, intelligent practice in the health and social care sector.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Identify issues surrounding confidentiality, communication, record keeping and record access;
2. Evaluate differing levels of regulatory status;
3. Communicate familiarity with the following key statutes and policy:
 • Hendrick
 • Legal Duty of Care;
 • Accountability and the Law of Trespass;

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business

DATE OF IMPLEMENTATION: 1.9.14	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn

Additional notes (for office use only):

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/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- 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/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

• SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- Historical developments in health and social care structure, policy, and delivery;
- Current Health Policy (UK);
- 'Patient-Led' Health Service & the 'Welfare State';
- Funding and Managing the Health and social care System (NHS);
- Governance & Regulation of Health and social care Provisioning;
- Working within competency/ boundaries;
- Confidentiality, Communication & Record Keeping ;
- Referral Practices.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Report	40%	Students to write a brief overview of current legislation
		In-class quiz	20%	
		Group project	40%	To be agreed upon with class tutor
Practice	P_			

Recommended Texts and Sources

The recommended texts for the course are:

- Arbuckle, G. (2012) *Humanizing Health and Social Care Reforms*. London, Jessica Kingsley Publishers.
- Ballet, J, and Campling P. (2011) *Intelligent Kindness: Reforming the Culture of Health and Social Care.* London, RCPsych Publications.
- Crinson, I (2008) *Health Policy: A Critical Perspective*. London, Sage Publications Ltd.
- Greener, I, (2008) *Health and social care in the UK: Understanding continuity and change*. Oxford, Polity Press.
- Glynn, J. and Gomez, D. (2012) *The Regulation of Health and Social Care Professionals, 2nd Revised edition.* London, Sweet & Maxwell;
- Ham, C. (2009) *Health Policy in Britain, 6th edition* (Public Policy and Politics). Basingstoke, Palgrave Macmillan.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC 1164	MODULE TITLE: Introduction to Resources & Research Methods

CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: Introduction to Resources and Research Methods aims to develop health and social care professionals' knowledge, skills and attitudes in and towards reading, understanding, and using research. This module focuses on the importance of research as the basis for professional practice, and the skills needed for critical analysis and evaluation of research articles. It is not designed to turn the student into a researcher, rather to introduce them to research methodology, and develop their ability to make critical judgements about the value of research and research literature in their sphere of practice. It encourages an evidence based practice approach, and an appreciation of how research results inform health and social care decisions.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS:
- To understand the nature of evidence based practice;
- To understand and critically read literature and systematic reviews;
- To apply understanding of the methods of inquiry underlying the research process;
- To integrate research concepts where appropriate, in ways that enhance client care.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Conduct a literature search into an area of health research using on-line databases;
2. Evaluate and interpret research articles specifically related to an area of professional practice and/or clinical area of expertise in health and social care settings;
3. Communicate understanding of the broad concepts underpinning research methodologies, and evaluate their application to understanding choices made in health and social care settings;
4. Demonstrate how research awareness impacts on health and social care policy and practice.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn

Additional notes (for office use only):

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- The relevance and application of research to health care practice and policy;
- The concept of evidence based practice for health and social care;
- Research structure and methodology- quantitative and qualitative paradigms;
- Research ethics;
- Strategies for the critical appraisal of research and literature.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Literature Review;	40%	Finding and 'reading' papers around a given health and social care topic.
		Analysis of Qualitative versus Quantitative Research Papers;	60%	Comparative analysis.
Practice	P_			

Recommended Texts and Sources

The recommended texts for the course are:

- Aveyard H (2007) *Doing a Literature Review in Health and Social Care: A Practical Guide*. Maidenhead: Open University Press.
- Aveyard H and Sharp P (2009) *A Beginner's Guide to Evidence Based Practice in Health and Social Care Professions*. Maidenhead: Open University Press.

- Aveyard H and Sharp P (2014) *Doing a Literature Review in Health and Social Care: A Practical Guide* , 3rd Edition. Maidenhead, Open University Press.
- Bowling A (2009) *Research Methods in Health: Investigating Health and Illness Services*. 3rd Ed. Maidenhead, Open University Press
- Greenhalgh, T (2006) *How to Read a Paper: The basics of evidence-based medicine,* third edition. London; BMJ books. Oxford, Blackwell publishing.
- Hek G and Moule P (2006) *Making Sense of Research: An Introduction for Health and Social Care Practitioners*. 3rd Ed. London: Sage.
- Saks M and Allsop J (2007) *Researching Health Qualitative Quantitative and mixed methods*. London: Sage.
- Sanders, Pete and Wilkins Paul (2010) *First Steps in Practitioner Research: A guide to understanding and doing research in counselling and health and social care*. Ross-on-Wye, PCCS Books.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC1165	MODULE TITLE: Sociology and Psychology of Health

CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
This module introduces students to students a range of current research and theory aimed at understanding the sociological and psychological factors that affects a person's health. It examines health and illness in relation to psycho-social processes and wider social and cultural factors before considering relevant responses to these processes on the part of health and social care management and administration.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: The module will analyse the relationship between the individual and her/his community, evaluating the impact of a range of social stressors on health and wellbeing. It introduces a range of developmental and behavioural theory from a social point of view, looking at how power relationships, coping mechanisms, and cultural norms influence health care needs, availability, and uptake.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Describe a range of social models to explain health inequalities;
2. Locate, analyse, and apply developmental and behavioural theories pertaining to individual health;
3. Recognise health inequalities and determinants and their impact on both the individual and on communities;
4. Identify and evaluate power and control in health care relationships and institutions.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE:	TERM: Spring

Additional notes (for office use only):

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- Stress, attachment, and ill health.
- Status and ill health.
- Power and control in health relationships and institutions.
- Health inequalities and determinants.
- Explanations for Health inequalities.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
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	E_			
	T_			
Coursework	C_	• Portfolio	50%	Collected portfolio demonstrating understanding of a range of established concepts, principles, and techniques which inform our understanding of human health drawn from sociology and psychology
		• Case Study	50%	Application of theoretical principles to case study
Practice	P_			

Recommended Texts and Sources

The recommended texts for the module are:
- Barry, A. and Yuill, C (2008) *Understanding the Sociology of Health: An Introduction*, 2nd ed. London, Sage Publications
- Nettleton, S. (2013) *The Sociology of Health and Illness*, 3rd ed. Oxford, Polity Press.
- Scambler, G. (2003) *Sociology as Applied to Medicine*, 5th ed. Oxford, Saunders.
- Taylor, S. (2011) *Health Psychology*, 8th ed. Maidenhead: Macgraw-Hill International.
- White, K. (2008) *An Introduction to the Sociology of Health & Illness*, 2nd ed. London, Sage Publications

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC 1166	MODULE TITLE: Health and Social Care Delivery in a Global Context

CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
This module examines a range of medical models and culturally sensitive health and social care infrastructure networks in order to reconstruct a range of complex global health and social care issues and practices. It will consider how place, time, and government shape health and social care needs, and the management and administration of health and social care delivery, in differing countries.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	60%	**P1**	40%
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: Students will learn to
1. Develop and apply an understanding of complex/global health and social care environments, models, and infrastructure;
2. Evaluate medical models and systems from a global perspective;
3. Communicate strategies aimed at understanding a range of health and social care issues and approaches from a global context.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
• Identify and interpret health and social care models in complex/ global health and social care contexts, including a range of private and nationalized health and social care institutions and models;
• Differentiate between competing complex/ global health and social care organizations;
• Identify a range of criteria shaping the health and social care needs and availability of individuals in differing nations;
• Consider the role and impact of infrastructure on health and social care delivery;

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	SCHOOL/PARTNER: City of Bristol College

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Spring
Additional notes (for office use only):	

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- Global medical models
- Private and nationalized health and social care
- Traditional medical practices and conventional western biomedicine
- Climate as a health and social care factor
- Governance as a health and social care factor
- Global economic inequalities

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Evaluative essay	60%	Assessment of comparative data collection/observations and interpretations (e.g. local infrastructure compared to non-domestic infrastructure, etc)
Practice	P_	Group presentation	40%	Presentation focusing on single global health and social care model case study

Recommended Texts and Sources

- The recommended texts for the course are:

    o Crisp, N. (2010) *Turning the World Upside Down: The search for global health in the 21st Century.* London, RSM Books.
    o Davies, S. (2009) *The Global Politics of Health*. Oxford, Polity Press.
    o Holtz, C. (2008) *Global Health Care: Issues and Policies.* Boston, Jones and Bartlett Publishers, Inc.
    o Rosling, H. (2006) *Global Health: An Introductory Textbook*, Studenlitteratur.
- Website Resources:
    o Global Issues: Health and social care   www.globalissues.org
    o United Nations: www.un.org/en/**globalissues**/health
    o World Health Organization: www.who.org
    o World Issues Policies Strategies: www.humanytest.org/**global**-health-**issues**

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC 1167	MODULE TITLE: Investigating Delivery: Teamwork & Structure

CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: Investigating Delivery introduces students to important threads in team building theory and response alongside key group work skills. The ability to work collectively is a key component to successfully management and administration in health and social care. This module has a large practical element, although students' learning will be based in current team and group management theory. Students will work in group of 4-6 to a) identify an area of current health and social care research and development and b) plan, research, and present findings. Assessment will look at students' acquisition of project management, writing, and presentation skills.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS:
This course is designed to prepare students for the real life collaborative teamwork they will find in health and social care employment settings. Students will be expected to practically demonstrate team and group work theory and skills in researching and presenting health and social care specific subject knowledge.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge of key concepts surrounding group work and team building;
2. Communicate structured and coherent arguments underpinning proposed project management and delivery;
3. Make sound judgements individually and collectively in whole group exercise ;
4. Demonstrate familiarity and competency with:
 • Critical time management skills;
 • Group problem solving;
 • Team leadership responsibilities;
 • Core project management skills;

DATE OF APPROVAL: 1.2.14	**ACADEMIC PARTNERSHIPS**: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	**SCHOOL/PARTNER**: City of Bristol College
DATE(S) OF APPROVED CHANGE:	**TERM: Spring**

Additional notes (for office use only):

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content

Key topics/ themes of the module
- Team and group work theory and models;
- Digital Technologies: Surveys, Gaant software, and Data Analysis Tools;
- Online collaboration techniques;
- Project Management and Event Planning;
- Budget and Team Task Analysis and List by Priority.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Group project	100%	Project components to be confirmed by Module leader, but to include negotiated roles, designated project framework and plan, and the employment of a range of 'evidencing' strategies(online survey design, gannt chart plotting, etc).
Practice	P_			

Recommended Texts and Sources

Literature will be dependent upon current research, and further details will be provided during the module delivery. Students are advised to consult a range of current literature relating to global health and social care structures & models:

The recommended texts for the course are:

- Baldwin, J., DeWitt C., Drinka T., and Clark, P. (2000) *Health Care Teamwork: Interdisciplinary Practice and Teaching.* USA, Greenwood Press.
- Mosser, G. and Begun, J. (2013) *Understanding Teamwork in Health Care,* USA, Lange.
- Salas, E. and Frush, K. (2012) *Improving Patient Safety Through Teamwork and Team Training.* Maidenhead, Open University Press
- St.Pierre, M. Hofinger, G., Buerschaper, C. and t Simon, R. (2011) *Crisis Management in Acute Care Settings: Human Factors, Team Psychology, and Patient Safety in a High Stakes Environment*, 2nd Ed. New York, Springer.

MODULE CODE: COBC2123	MODULE TITLE: Integrated Arts and Health

CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: This module explores integrated creative approaches into health and social care provision and commissioning. It gives learners practical, personal experience of creative work for wellbeing, enabling them to reflect on this experience as well as carrying out a review of the literature on the subject. It is aimed at creating an understanding of the ways in which artists might work in a health and social care context, in contrast to an arts therapist, so that the health and social care provider is in a position to develop robust partnerships and maximise the effectiveness of this type of work.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS:
- Develop a knowledge and critical understanding of the health and social benefits of working creatively;
- Gain greater sense of self through the main methods of critical, artistic enquiry and creative experiential exploration.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Identify and critically reflect on health and social benefits of creative expression using the arts using structured and coherent argument.
2. Systematically evaluate and communicate the results of different creative arts projects within a range of relevant health and social care settings.
3. Critically reflect and analyse personal experience of creative interventions

4. Communicate, and critically evaluate, their personal narrative experience of the module through an art piece.

DATE OF APPROVAL: 1.2.14	**ACADEMIC PARTNERSHIPS:** University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	**SCHOOL/PARTNER**: City of Bristol College
DATE(S) OF APPROVED CHANGE:	**TERM: Autumn**

Additional notes (for office use only):

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF

Summary of Module Content
- Playful exploration focusing on the development of greater self-awareness using creative interventions;
  - Visits to and from prominent arts and health projects;
- Arts in Health – a solid scientific evidence base on the benefits of creativity within health and social care, to support students to commission such work in the future;
  - The differences between arts therapies and therapeutic arts.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions & Field Trips	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Literature review of arts and health projects using creative expression and critical understanding; Critical summative evaluation, including a piece of artwork, reflecting your journey on the module.	60% 40%	
Practice	P_			

Recommended Texts and Sources

- The recommended texts and journals for the course are:

Kaye, C and Blee, T. (1996) *The Arts in Health: A Palette of Possibilities*, London: Jessica Kingsley Publishing

White, Mike. (2009) *Arts Development in Community Health: A social Tonic.* Milton Keynes, Radcliffe Publishing Ltd

Arts Council England and Department of Health (2007) *A Prospectus For Arts and Health*, London, ACE

Arts & Health, An International Journal for Research, Policy and Practice, Routledge
The Journal of Applied Arts and Health - intellect Books

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC 2124	MODULE TITLE: The Life-Course: Changing Demands & Provisioning

CREDITS: 20	FHEQ LEVEL:5	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: 'The Life Course: Changing Demands and Provisioning' looks at the social 'life course' model from a practical, health and social care provisioning perspective. It aims to provide students with an awareness of 'life span' changes, looking at anatomical, physiological, psychological, and social health and social care needs at different ages, the demands which these changes place on health and social care infrastructure and resources, and ways in which society currently responds to them.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: This module analyses the changing needs of the individual across the span of her/his life, and considers how these changes impact on health and social care resources, structure, models, and delivery. It looks specifically at needs in pregnancy, infancy, childhood, adolescence, young adulthood, mid-life, and old age.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Demonstrate knowledge and critical understanding of a number of key life course events;
2. Critically evaluate differing psychological phases and physiological needs across the life span;
3. Communicate awareness of challenges which different population present to health and social care provisioning;
4. Deploy key skills in identifying vulnerable groups and life course characteristics associated with differing populations.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Autumn

Additional notes (for office use only):

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

ACADEMIC YEAR: Not applicable in 2021/2022	**NATIONAL COST CENTRE: 105**

MODULE LEADER:	**OTHER MODULE STAFF:**

Summary of Module Content
- Life course sociology and life span psychology;
- the biopsychosocial approach;
- physical development and memory in childhood;
- psychological differentiation across the life span;
- physiological demands across the life span;
- the aging process: physical and mental changes.
- gender, sexuality and difference;
- issues relating to loss and grief;
- cultural differences and perspectives across the life span.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Essay	40%	Identifying and critically evaluating key life-course concepts.
		Case study	60%	Deploying key concepts to case study
Practice	P_			

Recommended Texts and Sources: Literature will be dependent upon current research and further details will be provided in the Module handbook. Students are advised to consult current literature in analysing the impact of differing stages, needs, and demands across the life span on health and social care structures, models, and provisioning:

Key Text:

- Larkin, M. (2013) *Health and Well-Being across the Life Course*. London, Sage Publications.

Supportive Texts:

- Caraher, M. (1996) *Lifespan Development in a Mixed Economy of Care* (Health and Social Care Active Learning), Churchill Livingstone.
- D'Ardenne, P. and Mahtani, A. (2006) (2nd Ed) *Transcultural Counselling in Action*. London, Sage.
- Erikson, E. (1994) *Identity and the Life Cycle*, London, W. W. Norton and Company.
- Green, L. (2010) *Understanding the Life Course*. Oxford, Polity Press.
- Hunt, S.. (2005) *The Life Course: A Sociological Introduction.* Basinstoke, Palgrave Macmillan.
- Murray Parkes, C; Laungani, P and Young, B (1996) *Death and Bereavement Across Culture.* Oxford, Routledge.
- Rogers, N. (1995) *Emerging Woman: A Decade of Midlife Transitions*. Ross-on-Wye, PCCS Books.
- Sugarman, L. (2004) *Counselling and the Life Course (Professional Skills for Counsellors Series)*. London, Sage Publications.
- Wright, R. and Sugarman, L. (2009) *Occupational Therapy and Life Course Development: A Work Book for Professional Practice*. Oxford, Wiley Blackwell.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC 2125	MODULE TITLE: Resources and Health and Social Care

CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: Resources and Health and Social Care explores the complex challenges of allocating scarce health and social care resources at both the micro and macro level. Students will learn the theories behind allocation, and use modern examples to explore how resource decisions are made by health and social care managers.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	40%	**P1**	60%
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS:
- Assess and critically evaluate localized health and social care needs from a community perspective;
- Demonstrate an understanding of differences between communities, and the impact of these differences on the health needs of individuals;
- Explore the relationship between health and social care infrastructure, finance, and demand;
- Critically analyse interpretive strategies aimed at understanding a range of health and social care issues, models, systems and approaches from a comparative community context.

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

1. Outline resourcing issues: availability, demand, cost
2. Demonstrate familiarity with micro-allocation issues:
    a. Identify moral and ethical challenges facing allocation of resources;
    b. Consider recipient selection criteria;
3. Demonstrate familiarity with macro-allocation decisions that focus on how health and social care systems distribute resources across populations.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business

DATE OF IMPLEMENTATION: 1.9.14	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE:	TERM: Autumn

Additional notes (for office use only):

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- Differentiation of micro- and macro-allocation decisions;
- Awareness of questions that arise in the context of rationing and allocating scarce health and social care resources among particular individuals, looking at issues relating to
  - organ transplantation lists,
  - the rationing of drugs during pandemic,
  - treatment expensive (both drug and therapy);
  - social care resources and support
- Alternative theories for allocating scarce resources among individuals
  - cost-effectiveness analysis, age-based rationing, and accountability for reasonableness;
- Defining an essential 'benefit package' for health provision.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Individual Report	40%	Analysing key characteristics of resource allocation
Practice	P_	Group case study presentation	60%	Case study to be agreed upon with module tutor

Recommended Texts and Sources

- The recommended texts for the course are:

  - Abdelhak, M., Grostick, S., Hanken, M. and Jacobs, E. (2011) *Health Information: Management of a Strategic Resource*, 4th Ed. Oxford, Saunders.
  - Briggs, A (2006) *Decision Modelling for Health Economic Evaluation (Handbooks for Health Economic Evaluation)*. Oxford, Oxford University Press.
  - Gray, A (2010) *Applied Methods of Cost-effectiveness Analysis in Health and Social Care (Handbooks in Health Economic Evaluation)*. Oxford, Oxford University Press.
  - Drummond, M., Sculpher, M., Torrance, GT., and O'Brien, B. (2005) *Methods for the Economic Evaluation of Health Care Programmes.* Oxford, Oxford, University Press.

MODULE CODE: COBC2126	MODULE TITLE: Addiction and Substance Misuse

CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:

Addiction and Substance Misuse introduces students to a range of theories concerning addiction. In this module we will also look at the how these theories help our understanding of addiction and substance misuse clients who access provisioning in the community, as well as considering the impact of addiction and substance misuse on communities more generally, and the implications this holds for the management of health and social care.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	50%	**P1**	50%
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS: This module aims for students to:

- Identify the contribution of multiple social and psychological perspectives to prevention of and understanding of addictive behaviours;

- Identify the contribution of multiple social and psychological perspectives in the treatment of addictive behaviours;

- Demonstrate insight into contemporary debates surrounding the nature of addiction;

- Discuss the application of social and psychological concepts to professional practice.

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

1. Demonstrate knowledge and critical understanding of social and psychological theories that underpin the use and abuse of substances;
2. Evaluate critically the contribution of social and psychological theories in interventions for substance misuse disorders;
3. Critically analyse the contemporary debates surrounding the nature of addiction;
4. Demonstrate knowledge and critical understanding of the application of social and psychological concepts to professional practice and health and social care provisioning;
5. Critically analyse the current social policies and structures aimed at addiction and substance misuse provisioning from a larger community perspective.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 01/09/2014	SCHOOL/PARTNER: City of Bristol
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Spring

Additional notes (for office use only):

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

Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- Drug and alcohol use, abuse and addiction;
- Individual differences in addiction and the genetics of alcoholism;
- Behavioural, Biological, and Cognitive perspectives of addiction;
- Social influences on addiction;
- Psychopharmacology and dependence;
- Social Policy and addiction.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 2 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Essay	50%	Assessment Criteria: • Demonstration of awareness of biological, psychological, and social influence on addictive behaviour;
Practice	P_	Presentation	50%	• Familiarity with current policy and regulation on substance misuse; • Understanding of the relationships between harm, demand and supply reduction.

Recommended Texts and Sources

- The recommended texts for the course are:
  - Barlow, J. (2009), Substance Misuse: *The Implications of Research, Policy and Practice* (Research Highlights). London, Jessica Kingsley Publishers.
  - Buxton, J. (2006) *The political economy of narcotics: production, consumption and global markets.* London, Zed Books.
  - *Forrester D. (2012) Parenting a Child Affected by Parental Substance Misuse (Parenting Matters)*, British Association for Adoption and Fostering (BAAF).
  - Firth, L. (2008) *Drugs in the UK*, Independence.
  - Forrester, A., and .Harwin, J. (2011) *Parents Who Misuse Drugs and Alcohol: Effective Interventions in Social Work and Child Protection.* Oxford, Wiley Blackwell
  - Petersen, T. (2002) *Working with Substance Misusers: A Guide to Theory and Practice. Oxford,* Routledge.
  - Rassool, H (2008) *Alcohol and Drug Misuse: A Handbook for Students and Health Professionals.* Oxford, Routledge.
  - West, R. (2006). *Theory of Addiction*, Oxford, Blackwell Publishing.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC2127	MODULE TITLE: Community-Based Health and Social Care: Identifying Need

CREDITS: 20	FHEQ LEVEL:5	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: This module explores a range of different communities, looking at how community structure and norms influence individual health behaviours. It outlines the relationship between communities' participation in the design, implementation and evaluation of any intervention and its sustainability, and the role of management and administration in maintaining healthy systems as well as in implementing change**.**

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: Students will learn to
- Apply knowledge and critical understanding of community differences and their impact on the behaviour of individuals;
- Critically evaluate locally assessed medical needs from a community perspective;
- Devise interpretive strategies aimed at understanding a range of health and social care issues, models, systems and approaches from a comparative community context with an understanding of the limits of your own knowledge.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Provide a definition of community and identify community components, characteristics, and typologies; outline and explain the components of a 'community diagnosis';
2. Explain the concept of perceived community/collective efficacy and describe the community competency model ;
3. Note relationships of Rothman's model to other change models:
- Describe the levels of the political economy model as it relates to health problems;
- Define the concept of community coalitions;
- Identify the role of community participation in the Alma Ata Declaration;
- Provide examples of the effect of participation on program outcomes;
- Describe coalition approaches to urban health problems;
- Distinguish between community-based and community-controlled programming.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 01/09/2014	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE:	TERM: Spring

Additional notes (for office use only):

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

Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
- Introduction to a range of community models
- Rothman's model of community change
- The political economy model
- Community coalitions
- The Alma Ata Declaration
- Participation and program outcomes
- Coalitions approaches to urban health problems
- Community-based and community-controlled programming

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	30	Weekly 3 hour seminar (15 week term)
Tutorials	15	Weekly hour long tutorial
Directed Study	125	
Total		**(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_			
	T_			
Coursework	C_	Short in-class quiz	20%	
		Single case study research portfolio considering social, political, economic, cultural, and geographical systems, with an overview of the community's health and response to change.	80%	
Practice	P_			

Recommended Texts and Sources

The recommended texts for the course are:

- Baker, G.,, MacIntosh-Murray, A., Porcellato, C., Dionne, L., Stelmacovich, K., and Born, K. (2008) *High Performing Health and Social Care Systems*.Toronto, Longwoods Publishing.
- Bensley, R.. and Brookins-Fisher, J.(2008) *Community Health Education Methods*, 3rd Ed. Boston, Jones and Bartlett Publishers, Inc.
- Cowley, S. (2007) *Community Public Health in Policy and Practice: A Sourcebook*, 2nd Ed. Oxford, Bailliere Tindall.
- Lankester, T. (2006) *Setting Up Community Health Programmes: A Practical Manual for Use in Developing Countries,* 3rd Ed. London, Macmillan Education.
- McMurray, A.and Clendon, J. (2011) *Community Health and Wellness: Primary Health Care in Practice*, 4th Ed. Oxford, Mosby.
- Samal, V. (2012) *"Triple Jeopardy" of Women: Discrimination in Access to Health and Social Care based on Gender, Caste status and Disability*, Lambert Academic Publishing (LAP)

Updated by:	**Approved by**:
Date: xx/xx/xxxx	Date: XX/XX/XXXX

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC2128	MODULE TITLE: Work Based Learning

CREDITS: 20	FHEQ LEVEL: 5	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: The Work Based Learning module provides an opportunity for work-based learning within an appropriate setting. On this module, students will spend 60 hours in an external managerial or administrative health and social care work setting where they will have the opportunity to apply and develop their health and social care skills and knowledge. Students will also develop awareness of reflexive practice and begin planning for their own continued development as independent practitioners.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS: This module aims for students:
- To develop a comprehensive portfolio of evidence that supports their career development and practice;
- To reflect on their own practice through a journal, demonstrating an approach to practice that is informed by up to date and relevant theoretical perspectives;
- To develop the ability to operate as self-directed undergraduate learners, able to make effective use of a range of learning opportunities and strategies to meet personal and course requirements.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Demonstrate how relevant theoretical perspectives inform and enhance practice, critically evaluating their work experience in this context;
2. Develop and demonstrate an ability to apply skills appropriate to the setting such as planning, observing, assessing in the workplace setting, working both independently and in a team in a manner that meets professional requirements;
3. Critically evaluate own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP);
4. Identify and build upon reflexive practice and strategies in planning, organising, and taking ownership of own learning.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business

DATE OF IMPLEMENTATION: 01/09/2014	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: Spring

Additional notes (for office use only):

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

ACADEMIC YEAR: Not applicable in 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content
Through a series of tutorials, and specialist referral if necessary, students will be introduced to: • Job specific on-site work based structures, processes, and practice; • Local health and social care Authority Job Specification documentation; • Exemplar planning documents from job specific setting; • Personal Development Planning, including planning and managing time and workload; • Information and research skills; • Writing essays and reports (including referencing and plagiarism), and Presentation skills.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures		
Seminar Sessions	5	Five 3 hour whole group seminar sessions early in term
Tutorials	15	Weekly hour long individual tutorial (15 week term)
Directed Study	180	
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	E_			
	T_			
Coursework	C_	Portfolio	100%	Components may include any or all of the following; reflective journal; literature-based report; case study; self assessment
Practice	P_			

Recommended Texts and Sources

The recommended texts for the course are:

- o Cook, V., Daly, C., and Newman, M., (22 Sep 2012) *Work-Based Learning in Clinical Settings: Insights from Socio-cultural Perspectives.* Milton Keynes, Radcliffe Publishing Ltd.
- o Gopee, N. (15 Nov 2007) *Mentoring and Supervision in Health and Social Care.* London, Sage Publications Ltd; 1 edition (15 Nov 2007)
- o Kelly, D.. (Apr 2007) *Applying Quality Management in Health and Social Care: A Systems Approach.* Chicago USA, Health Administration Press; 2 edition (April 2007)
- o Costley, C., Elliott, C., and Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers.* London, Sage Publications Ltd.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC	MODULE TITLE: Coaching for Performance

CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
This module focuses on the identification, practice and development of integrative coaching and mentoring skills to assist with the development of high performing teams in health and social care organisations. Learners will develop the skills required to initiate, maintain and conclude a coaching and/or mentoring interaction. Learners will also explore some of the main theoretical approaches that underpin coaching and mentoring and explore how they are applied appropriately in health and social care settings.

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ELEMENTS OF ASSESSMENT

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	60%	**P1**	40%
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: The aim of this module is to enable learners to investigate the role of coaching and mentoring for performance in health and social care, and to use and evaluate their own skills.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Demonstrate a systematic understanding of how theoretical perspectives apply in the utilisation of coaching and mentoring to manage performance in health and social care settings;
2. Carry out a simulated coaching interaction, providing a rationale for your strategy and application of theoretical perspectives;
3. Analyse the role, responsibilities, characteristics and behaviours of an effective coach and mentor;
4. Critically analyse and evaluate own skills in coaching practice, personal effectiveness, leadership, communication and interpersonal skills to manage performance;

DATE OF APPROVAL:	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.2016	SCHOOL/PARTNER: City of Bristol
DATE(S) OF APPROVED CHANGE:	TERM: Any

Additional notes (for office use only):

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

ACADEMIC YEAR: 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER: Laura Sheerman	OTHER MODULE STAFF:

Summary of Module Content
- *Theoretical perspectives*: Psychodynamic, Humanistic (including Transactional Analysis), Cognitive-Behavioural including the contribution of major theorists:
  - Rogers, Turner, Kelly, Kotter, Garvey, Downey and Goleman;
- The role of coaching interactions in health and social care services:
  - *Individuals*: health and social care workers
  - *Teams*: Cross-functional, high-performing and self-managing
  - *Models*: Evaluate the different models and contexts to apply them
  - *Potential benefits*: to individuals, teams, organisations;
- Skills appropriate to a simulated coaching interaction:
  - Clarification of role, characteristics, behaviours, reviewing techniques, managing self in interaction, facilitating of employee self-understanding, setting goals with employee, use of an integrated and structured approach, exploration of strategies for employees to achieve goals, managing difficult conversations, managing endings.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	15	Weekly hour long seminar
Tutorials	6	Half Termly 1 hour
Directed Study	149	Research into literature. reading, watching videos, working on assignments, etc.
Total	**200**	

Category	*Element*	*Component Name*	*Component weighting*	*Comments* Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Reflective journal	60%	3.Analyse the role, responsibilities, characteristics and behaviours of an effective coach and mentor; 4.Critically analyse and evaluate own skills in coaching practice, personal effectiveness, leadership, communication and interpersonal skills to manage performance
Practice	P_	Assessed coaching session	40%	1.Demonstrate a systematic understanding of how theoretical perspectives apply in the utilisation of coaching and mentoring to manage performance in health and social care settings; 2.Carry out a simulated coaching interaction, providing a rationale for your strategy and application of theoretical perspectives

Recommended Texts and Sources

The recommended texts for the course are:
- Van Nieuwerburgh, C. (2016) *Coaching in Professional Contexts*. London, Sage.
  Stewart, I., Joines, V. (2012) *TA Today: A new introduction to Transactional Analysis*. 2nd ed. London: Lifespace.
- Turner, P. (2011). Aligning Organisational Coaching with Leadership Behaviour. Birmingham City University
- Whitworth, L., Kimsey-House, H., Kimsey-House, K. and Sandahl, P. (2010) *Co-Active Coaching: Changing business, transforming lives.* 3rd ed. London: Nicholas Brealey Publishing.
  Whitmore, J. (2009) *Coaching for Performance: GROWing human potential and purpose - the principles and practice of coaching and leadership*. 4th ed. London: Nicholas Brealey Publishing.
- Clutterbuck D and Ragins B (2002). Mentoring and Diversity. An International Perspective. Oxford, Butterworth Heinemann
- Parslow E. And Wray M., (2000). Coaching and Mentoring: practical methods to improve learning. London, Konan Page.
- Downey M. (1999). Effective Coaching. London. Texere,
- Garvey, B. Stokes, P. & Megginson, D. (2009). *Coaching and Mentoring Theory and Practice,* London, Sage,
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, November-December 1998. Reprint 98606. Hay Group
- Hawkins P. Smith N., (2006). Coaching Mentoring and Organisational Consultancy. London, Open University Press
- Kotter, J. (1990). What leaders really do. *Harvard Business Review*, May/June 1990
- Passmore, J., ed. (2020). *The Coaches' Handbook: The Complete Practitioner Guide for Professional Coaches*. London, Routledge

Updated by: Laura Sheerman Date: 3 Sept 2021	Approved by: Sarah Pigott Date: 3 Sept 2021

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC 3022	MODULE TITLE: Leadership in Health and Social Care

CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
This module examines the key theories and practice skills required for effective leadership, management, and administration in health and social care. It considers leadership theory from an individual, team and organisational perspective, and considers problem solving approaches, as well as ways of dealing with conflict, unhealthy behaviours, and notions of quality, diversity and individual values while focusing on service users and project management.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	60%	**P1**	40%
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: Students will learn to
- Develop and apply an understanding of criteria associated with leadership in the health and social care setting;
- Produce independently-reasoned, interpretative analyses of the complex demands and strategies involved in successful health and social care leadership;
- Practice autonomy and develop confidence in devising interpretive strategic health and social care planning.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:
1. Demonstrate a coherent and detailed knowledge of leadership models;
2. Critically evaluate team theories and contingency models such as the Fiedler model and the Vroom-Jago contingency models;
3. Identify and communicate a range of theories of organizational life to various audiences, including both specialist and non-specialist stakeholders;
4. Demonstrate autonomy, independence, and self-awareness in organizing and delivering work.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 1.9.14	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE:	TERM: Autumn
Additional notes (for office use only):	

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

ACADEMIC YEAR: 2021/2022	**NATIONAL COST CENTRE: 105**

MODULE LEADER: Laura Sheerman	**OTHER MODULE STAFF:**

Summary of Module Content
- Types of 'leadership' and identifying the role, responsibilities, and responses of key individuals within the health and social care setting;
- Theories of leadership, leadership and the formation of organisational culture;
- Inter-professional teams;
- Diversities, value, & individualized care;
- Communication, motivation, and problem solving;
- Define strategies to motivate and assess accountability, quality, strategy and policy within the health and social care environment.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Weekly 2 hour lecture (15 week term)
Seminar Sessions	15	Weekly 1 hour seminar (15 week term)
Tutorials	6	Weekly hour long tutorial
Directed Study	149	
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	E_			
	T_			
Coursework	C_	Organisational report (case study)	60%	Students are expected to identify, review, and critically evaluate organizational structures, and management procedures within them.
Practice	P_	Presentation	40%	

Recommended Texts and Sources

The recommended texts for the course are:

- Barr, J., and Dowding. L., (2019) *Leadership in Health Care*, 4th Ed. London: Sage Publications, Ltd.
- Barrett, R. (2014) *The Values Driven Organization: Unleashing Human Potential for Performance and Profit*. Oxon: Routledge.
- Chatwani, N. (ed) (2017) *Distributed leadership: The dynamics of balancing leadership with followership.* Palgrave macmillan.
- Gopee, N., and Galloway, J. (2017) *Leadership and Management in Health and Social Care,* 3rd edition. London. Sage Publications, Ltd.
- Grint, K., (2010), *Leadership, A Very Short Introduction*. Oxford: Oxford University Press.
- Hartley, J., and Benington, J. (2013) *Leadership for Health and Social Care*, Polity Press
- Harris, R., Fletcher, S., Sims, S., Ross, F., Brearley, S. and Manthorpe, J. (2020) Understanding key mechanisms of successfully leading integrated team-based services in health and social care: protocol for a realist synthesis. *BMJ Open,* 10(7).
- Northhouse, P. (2018) Leadership: theory and practice, 8th Ed. London: Sage.
- Stanley, D. (2019) Values-based leadership in healthcare: congruent leadership explored. London: Sage.
- Weiss, D. (2018) The Interprofessional Health Care Team: Leadership and Development., 2nd Ed. U.S: Jones and Bartlett.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC3023	MODULE TITLE: Employability

CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: This module is designed to help students transfer skills gained in their three years of study into meaningful and practical information ready for the health and social care marketplace. They will look at their current knowledge base and identify subject specific skills in terms of identifying current skills and knowledge for curriculum vitae development and the production of both PDP and CPD, with an eye to identifying their future goals, and those key strategies necessary for their implementation. In this module, students will learn to place their academic, theoretical, and practical achievements into professional contexts, devising long-term career strategies and the means to evidence these.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS: To enable students to develop a comprehensive portfolio of evidence that supports their career development and practice.
• To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
• To support students in developing as autonomous learners at HE level.

ASSESSED LEARNING OUTCOMES: At the end of a module the learner is expected to be able to:
1. Demonstrate coherent and detailed knowledge of how relevant theoretical perspectives inform and enhance health and social care practice;
2. Identify, locate, critically evaluate and use information appropriate to the task in hand, using a range of scholarly reviews and primary sources;
3. Manage their own learning, working independently and in teams in a manner that meets professional requirements to initiate and carry out projects;
4. Critically review and evaluate own strengths and weaknesses, and areas requiring further development, as part of the continuing Personal Development Plan (PDP);

DATE OF APPROVAL 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 01/09/2014	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE:	TERM: Spring

Additional notes (for office use only):

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

Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER: Laura Sheerman	OTHER MODULE STAFF:

Summary of Module Content

Through a series of tutorials, and specialist referral if necessary, students will be introduced to:
- Academic literacy and research conventions in their chosen field;
- The requirements of professional practice;
- Informed reflection, self-evaluation and personal action planning;
- Relevant ICT competences to support academic and professional practice;
- Information Literacy, including search strategies, identification and critical selection of quality, scholarly information.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	15	Weekly 1 hour lecture (15 week term)
Seminar Sessions	15	Weekly 1hour seminar (15 week term)
Tutorials	15	Weekly 1 hour tutorial
Directed Study	149	
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	E_			
	T_			
Coursework	C_	E-Portfolio.	100%	The e-portfolio has been designed to ensure that students are able to select a set of evidence, using appropriate business skills, which will demonstrate their ability to plan and review their personal and professional development. This will include evidence of ability to identify safe and healthy working practices as well as the ability to make judgments, identify a range of solutions to a problem, and communicate these findings effectively.
Practice	P_			

Recommended Texts and Sources

Literature will be dependent upon current research, and further details will be provided during the module delivery. Students are advised to consult a range of current literature relating to global health and social care structures & models:

- Clark, A. (2010) How to compile a professional portfolio 1: aims and intended learning outcomes. Nursing Times; 106: 41.
- Fook, J., and Gardner, F. (Eds) (2012) Critical Reflection in Context: Applications in Health and Social Care. Abingdon, Routledge.
- Howatson-Jones, L. (2013) Reflective Practice in Nursing. Exeter: Learning Matters.
- Hull, C., Redfern, L., and Shuttleworth, A. (2004) Profiles and Portfolios: A Guide for Health and Social Care (2e). Basingstoke: Palgrave Macmillan.
- Innes, J. (2012) The CV Book: Your Definitive Guide to Writing the Perfect CV. London: Pearson.
- Koshy, K., Limb, C., Gundogan, B., Whitehurst, W., BSc, and Jafree, D. (2017) Reflective practice in health care and how to reflect effectively. In the International Journal of Surgery. Oncology. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5673148/ Accessed 30.1.2020
- Lillyman, S. and Merrix, P. (2012) Portfolios and Reflective Practice. Abingdon: Routledge. Scholes, J. (2004) Making Portfolios Work in Practice. Journal of Advanced Nursing; 46: 6, 595-603.
- Talabi, M. (2011) 7 Keys to a Winning CV: How to Create a CV That Gets Results. Petersfield (UK): Harriman House.
- Timmins F, Duffy A. (2011). Writing your Nursing Portfolio: A Step by Step Guide. Berkshire: Open University Press; Williams, K. (2009) Getting Critical. Basingstoke: Palgrave Macmillan.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC3024	MODULE TITLE: Integrated Care Systems: Identifying & Working with Community Stakeholders

CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:

Integrated Care Systems examines the role of community stakeholders in building sustainable place-based community health and social care systems. It encourages students to reflect on current community structures and contexts, the inter-related nature of social infrastructure and provisioning, and highlights the need for effective collaboration in the context of modern health and social care management.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	50%	**P1**	50%
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement:

MODULE AIMS: Integrated Care Systems introduces students to the importance of working with a range of community stakeholders in addressing local health and social care needs. To enable students to:

- Identify the community stakeholders involved in health & social care integrated care systems initiatives
- Identify a range of challenges, demands and barriers which impact on health & social care including personal, social, cultural and environmental issues
- Demonstrate an approach to their practice that is informed by up to date and relevant knowledge and develop a critical understanding of the importance of working in partnership with service users and with other community stakeholders
- Develop as autonomous learners at HE level.

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

1. Demonstrate a systematic understanding and critically evaluate principles of collaborative practice;
2. Identify and critically review the role of community stakeholders;
3. Critically analyse the effectiveness of user involvement, partnership working, multi-agency collaboration and reflect upon their impact on service development and delivery.
4. Communicate intelligently and effectively with both colleagues and stakeholder cohorts.

DATE OF APPROVAL: 01.03.2020	**ACADEMIC PARTNERSHIPS**: University of Plymouth, Faculty of Business
DATE OF IMPLEMENTATION: 01.09.2020	**SCHOOL/PARTNER**: City of Bristol College
DATE(S) OF APPROVED CHANGE:	**TERM: Autumn**

Additional notes (for office use only):

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

ACADEMIC YEAR: 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER: Laura Sheerman	OTHER MODULE STAFF:

Summary of Module Content

Through a series of lectures, tutorials, and specialist referral if necessary, students will be introduced to:
- collaborative practice: context and implementation;
- the role of the practitioner in the collaborative environment;
- interprofessional practice between collaborative organisations & sectors
- a range of issues encountered by health and social care management professionals working with community stakeholders, including:
  - The tension between national government, local government and organisational policy and practice.
  - Expanding the role of Voluntary, Community and Social Enterprise organisations in health and social care.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	15	Weekly 1 hour lecture (15 week term)
Seminar Sessions	15	Weekly 1 hour seminar (15 week term)
Tutorials	5	
Directed Study	165	
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	E_			
	T_			
Coursework	C_	Case study report	50%	The project report and presentation designed to demonstrate a capacity to research, organise and present information in a structured format and deliver a coherent and structured presentation. This project entails students' ability to research, review, critically evaluate, consolidate, extend, and apply a range of knowledge and understanding demonstrating engagement with widening participation in health and social care settings.
Practice	P_	Presentation of findings (for identified stakeholder group).	50%	

Recommended Texts and Sources

Literature will be dependent upon current research, and further details will be provided during the module delivery. Students are advised to consult a range of current literature relating to global health and social care structures & models:

- Barrett, G. (2005) *Interprofessional Working in Health and Social Care: Professional Perspectives.* Basingstoke, Palgrave Macmillan
- Brandling, J. and House, W. (2009). *Social prescribing in general practice: adding meaning to medicine. British Journal of General Practice*, 59(563), pp.454-456.
- Carnes, D., Sohanpal, R., Frostick, C., Hull, S., Mathur, R., Netuveli, G., Tong, J., Hutt, P. and Bertotti, M. (2017). The impact of a social prescribing service on patients in primary care: a mixed methods evaluation. *BMC Health Services Research*, 17(1).
- Glasby, J. and Dickinson, H. (2008) *Partnership Working in Health and Social Care (Better Partnership Working).* Oxford, Polity Press.
- Husk, K., Blockley, K., Lovell, R., Bethel, A., Lang, I., Byng, R. and Garside, R. (2019). What approaches to social prescribing work, for whom, and in what circumstances? A realist review. *Health & Social Care in the Community*, 28(2), pp.309-324.
- Husk, K., Elston, J., Gradinger, F., Callaghan, L. and Asthana, S. (2018). Social prescribing: where is the evidence?. *British Journal of General Practice*, 69(678), pp.6-7.
- Pescheny, J., Randhawa, G. and Pappas, Y. (2019). The impact of social prescribing services on service users: a systematic review of the evidence. *European Journal of Public Health*.
- Pollard, K,, Thomas, J., and Miers, M. (2009) *Understanding Interprofessional Working in Health and Social Care: Theory and Practice.* Basingstoke, Palgrave Macmillan.
- Thomas, W., Hujala, A., Laulainen & McMurray, R. (eds). (2018) *The Management of Wicked Problems in Health and Social Care.* Routledge Studies in Health Management.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: COBC3021	MODULE TITLE: Dissertation

CREDITS: 40	FHEQ LEVEL: 6	JACS CODE: L510

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: NO

SHORT MODULE DESCRIPTOR: The Health and Social Care Management Dissertation module is a student led research project which culminates in a 10,000 word final dissertation. The topic is chosen by the student and agreed upon by the student's Dissertation supervisor. It must be related to a relevant health and social care discipline, subject, or theme.

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ELEMENTS OF ASSESSMENT

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		**C1**	100%	**P1**	
E2 (OSCE)		**C2**		**P3**	
T1 (in-class test)		**A1**			

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS: The aim of this module is to provide students with an organizing focus for their final year. Learning to define, research, and write a dissertation helps students to develop valuable transferable skills including time management of time, research initiative, problem-solving, independent motivation, effective written communication, and the ability to find and use a range of relevant sources.

ASSESSED LEARNING OUTCOMES: A student who writes a Health and Social Care Management dissertation will:
1. Develop deep knowledge about their chosen topic, demonstrating intellectual independence;
2. Define a researchable problem, critically evaluate arguments, assumptions, abstract concepts and date, and develop a sustained argument;
3. Critically and reflectively evaluate and employ both secondary and primary sources;
4. Organize and manage their own learning, demonstrating depth of analytic skill, the ability to meet deadlines, and effective written communication.

DATE OF APPROVAL: 1.2.14	ACADEMIC PARTNERSHIPS: University of Plymouth, Faculty of Business

DATE OF IMPLEMENTATION: 01/09/2014	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE:	TERM: All Year

Additional notes (for office use only):

- ### <u>SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT</u>

ACADEMIC YEAR: 2021/2022	NATIONAL COST CENTRE: 105

MODULE LEADER: Laura Sheerman	OTHER MODULE STAFF:

Summary of Module Content
Taught sessions:
- Research structure & approaches review;
- Methodology;
- Producing a literature review.

Independent student-led research design, implementation & delivery.
Tutorial feedback and support.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lecture Sessions	10	Afternoon lectures, 3.3 hours each (first 3 weeks)
Seminar Sessions	15	Hourly weekly group seminar workshops (15 week term)
Tutorials	30	Individual weekly tutorials (2 hours)
Directed Study	345	Under supervision, to be reviewed in tutorials
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_			
	T_			
Coursework	C_	Dissertation	100%	The dissertation will be submitted in three parts: a literature review, an outline, and the research paper.
Practice	P_			

Recommended Texts and Sources

- Literature will be dependent upon current research in the student's chosen field, and further details will be provided during the delivery of the module. The generic recommended texts for the course are:

  - Bell, J. (2018), *Doing Your Research Project: A Guide for First Time Researchers,* 4th Edition. McGraw-Hill.
  - Dawson, C. (2009) *Introduction to Research Methods: A Practical Guide to Anyone Undertaking a Research Project*, 4th edition. Oxford, How To Books.
  - Greetham, B. (2019) *How to Write your Undergraduate Dissertation*, 3rd Ed, Macmillan study skills.
  - Hart, C. (2018) *Doing a literature review: releasing the research imagination, 2nd Ed.* SAGE study skills.
  - Williams, K. (2018) *Planning your dissertation, 2nd Ed.* Palgrave Macmillan.