PROGRAMME QUALITY HANDBOOK 2023-24

BSc Enhanced Integrated Care

Contents

1. Welcome and Introduction to BSc (Hons) Enhanced Integrated Care

1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here https://www.ucsd.ac.uk/student-life/student-handbook. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

Welcome to the bachelor's degree in Enhanced Integrated Care, which is delivered by University Centre South Devon. University Centre South Devon is a proud partner of Plymouth University offering you the opportunity to study in state-of-the-art facilities, located in the beautiful English Riviera.

This programme has been designed in partnership with public and private sector health and social care providers. It continues to be evaluated and updated to reflect changes in local and national health and social care agendas. It has been designed specifically to draw links between the patient experience and the theory that underpins how healthcare professionals manage individual case load requirements.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

1.2   Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Paul Hindle	paulhindle@southdevon.ac.uk
Programme Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Curriculum Head	Lucy Parkin	Lucyparkin@southdevon.ac.uk
Assistant Principal	Maria Woodger	Mariawoodger@southdevon.ac.uk

1.3   Personal Tutor

Your personal tutor will be Paul Hindle. Paul started work as a personal trainer in 2003 after completing a BSc in Natural Sciences at the University of Bath. After moving more towards the exercise rehabilitation pathway, Paul decided to retrain as a Chiropractor in 2008. After graduating in 2012 Paul practised in Norfolk for 3 years before moving back to Devon in 2015 to work clinically in Paignton alongside starting his teaching journey in 2016 at UCSD.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4   Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at https://www.ucsd.ac.uk/student-life/support/tutorial/

1.5   Course Contact List

Details of your modules leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link.

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

- ▪ Paul Hindle – Programme Lead & Clinical Education Lecturer
  Paulhindle@southdevon.ac.uk

- ▪ Ella Reynolds – Clinical Education Lecturer
  Ellareynolds@southdevon.ac.uk

1.6   Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

- Fair Society Healthy Lives (The Marmot Review) - http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review

- PubMed.gov - https://pubmed.ncbi.nlm.nih.gov/
  PubMed comprises more than 30 million citations for biomedical literature from MEDLINE, life science journals, and online books.

1.7   Curriculum design principles

Programme Rationale (summary)

While studying for a BSc (Hons) Enhanced Integrated Care (Top-Up) award, students will come to appreciate that health is best understood by adopting an integrated, multi-disciplinary approach, where the biological, social and psychological influences on well-being of each individual and of groups of people are considered in a holistic fashion that takes account of the environment and the settings in which they live, work and relax.

Studying this degree will provide students with the knowledge and skills to analyse important public health and social care issues. The course is informed by current and expected changes in the UK health and care sector, and given the UK's ageing population, advances in healthcare technology, quality concerns and the rising cost of providing healthcare.

Context

Studying this degree will provide students with the knowledge and skills to analyse important public health and social care issues. The course is informed by current and expected changes in the UK health and care sector, and given the UK's ageing population, advances in healthcare technology, quality concerns and the rising cost of providing healthcare.

Content

The programme incorporates current understanding about the demands on students, who may be managing multiple roles and may have arrived at their degree level study through many different routes of education and life experience. The course also incorporates research based understanding about partnership working between tutors, students and employers.

The programme aims to enable an effective, efficient and enjoyable learning experience which is also a sound preparation for the workplace and for continuing individual and career development. Several modules are devoted to Personal and Professional Development, illustrating the importance of this type of development as part of the overall learning.

The programme will encourage an integrated learning experience; academic, information literacy, key skills and employability skills will all be developed alongside knowledge and intellectual skills. As well as learning about making a difference to the health of individuals and community groups, the course will encourage attention to personal health and well-being. Integration of theory, practical and transferable skills development generates a dynamic approach to the curriculum, preparing graduates to be flexible and proactive in managing the changing needs of clients and employers within the framework of their own continuing growth. The need for a sound ethical and evidence base for working with people is addressed by developing reasoning, analytical and critical skills as well as the ability to select, organise and interpret complex information. Through the practice of presentation skills, students will learn to convey information clearly to others in appealing and accessible ways.

A feature in this programme is a multi-disciplinary approach that will prepare students for career opportunities and postgraduate study in a range of areas related to health in its broadest sense. The learning approach is student centred, allowing each individual to bring their own unique personalities, beliefs and experiences into a framework of progressive development. The programme team will do their utmost to support and facilitate student learning and development to help them achieve their future aspirations.

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice. The programme balances academic and practice-based demands in order to prepare students for healthcare roles in the public and independent sector across all health and care landscapes. The delivery of the programme is high quality with a diverse range of practitioners within the academic team bringing a

wealth and depth of knowledge across a broad subject range. The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support students. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement. There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links. Employability is a focus of our student experience with the distinctive local based delivery across Devon which ensures a programme that widens participation and celebrates the diversity of local healthcare and education provision. These opportunities enable students to work closely with a range of potential employers, empowering them to identify and secure career positive practice, leading to independent working profiles.

1.8   Teaching and Learning Strategy

The programme is delivered by a mix of face to face and online learning. This allows students to study in their own time, whilst still having access to face-to-face teaching and the advantages that personal interaction brings in overcoming knowledge gaps, as per Vygotsky's concept of the more knowledgeable other. Forum discussions in the first unit also allow for students to have their research skills and academic writing informally assessed in an ongoing fashion through the first few weeks of the course, rather than just waiting for a set formative date a month or more in, which is also provided for each assessment.

Students are encouraged to do some self-directed learning each week to complement the directed learning undertaken in the face-to-face sessions. This will be relevant to the assessments and students can personalise some of it to their own dissertation project so as not to overburden them with unnecessary work.

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1.9   Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

1.10   Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

1.11   Knowledge, skills and behaviours developed on the programme

Knowledge, skills and behaviours are the backbone of any qualification https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/ They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

1.12 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the

Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
1) Students from the last cohort (2020/21) wanted a greater amount of face to face time (their delivery was affected by the Covid-19 lockdown rules) 2) They also requested that the constructive feedback given after the Major research project viva was very helpful in planning the rest of their dissertation and should be kept for future cohorts (it was only included due to pandemic issues restricting tutor time)	1) This was an easy change for us to make now the pandemic rules have been relaxed. The recorded lectures from that time have been kept as an added bonus for those unable to attend face to face lectures. 2) The viva has been switched back to the research showcase as before the pandemic, but we have taken note of the need for immediate feedback from this so students can plan the rest of the dissertation project

1.14 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter

https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.15 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and

skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your

Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.16 Preparation for employment and further academic study

SOUD3065 and 3066 provided students with a deep understanding and practical application of auditing and how to create change within an organisation or team. These are essential skills for managing any group of people, especially in healthcare. SOUD3067 builds on this by exploring the different ways of communicating with and the different expectations of people from different generations and cultural backgrounds. These modules should make students confident, open and transformational leaders in the workplace.

SOUD3064 explores the evidence and knowledge surrounding the sociological and psychological implications of the wider geopolitical environment on healthcare. This provides students with excellent context for understanding the demands on healthcare services in an aging and growing population with varying financial needs. SOUD3068 gives students the chance to demonstrate the research and academic writing skills necessary to succeed to higher academic levels including Master's level qualifications, PhD's and getting academic work published. Success in this area opens up a wider range of job opportunities for students interested in using research skills, not just in healthcare, but politics and sociology too.

1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	SOUD3068 SOUD3067 SOUD3066	SOUD3068 Viva and Major Research Project SOUD3067 Group Presentation SOUD3066 Professional Discussion	SOUD3068 Research Showcase	HE Study Support Skills
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	SOUD3068 SOUD3067 SOUD3064	SOUD3068 Viva and Major Research Project SOUD3067 Group Presentation SOUD3064 Report	SOUD3068 Research Showcase	HE Study Support Skills

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	SOUD3068 SOUD3067 SOUD3064	SOUD3068 Viva and Major Research Project SOUD3067 Group Presentation SOUD3064 Poster	SOUD3068 Research Showcase	HE Study Support Skills
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	SOUD3068 SOUD3065 SOUD3066	SOUD3068 Viva and Major Research Project SOUD3065 Presentation SOUD3066 Professional Discussion	SOUD3068 Research Showcase	HE Study Support Skills

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	SOUD3068 SOUD3065 SOUD3066	SOUD3068 Viva and Major Research Project SOUD3065 Presentation SOUD3066 Professional Discussion	SOUD3068 Research Showcase	HE Study Support Skills
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	SOUD3068 SOUD3065 SOUD3066	SOUD3068 Viva and Major Research Project SOUD3065 Presentation SOUD3066 Professional Discussion	SOUD3068 Research Showcase	HE Study Support Skills
Personal Development	Students reflect on their identities, qualities, and values	KU2 CIS3	SOUD3068	SOUD3068 Viva and Major Research Project	SOUD3068 Research Showcase	HE Study Support Skills

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	to better understand themselves, from which to make informed choices about future employment.	KTS1, KTS2 & KTS3 ERS3 PS1, PS2 & PS3	SOUD3067	SOUD3067 Group Presentation		
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	SOUD3068 SOUD3067 SOUD3064	SOUD3068 Viva and Major Research Project SOUD3067 Group Presentation SOUD3064 Professional Discussion	SOUD3068 Research Showcase	HE Study Support Skills
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of	KU2 CIS3 KTS1, KTS2 &	SOUD3068	SOUD3068 Viva and Major Research Project	SOUD3068 Research Showcase	HE Study Support Skills

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	career- and industry-related activities.	KTS3 ERS3 PS1, PS2 & PS3	SOUD3067 SOUD3064 SOUD3065 SOUD3066	SOUD3067 Group Presentation SOUD3064 Professional Discussion		

Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards. Students can record their employability and work-related activity on their Personal Development Plan on Moodle.	Extra employability-related activity will be recorded on the Employability Activity Form.

1.18   Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information
https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2.   Programme Specification

1.   Programme Details

Awarding Institution:	University of Plymouth
Teaching Institution:	South Devon College
Accrediting Body:	University of Plymouth
Language of Study:	English
Mode of Study:	Full Time & Part Time
Final Award:	BSc (Hons) Enhanced Integrated Care (Top-Up)
Intermediate Level 4 Award:	N/A
Programme Title:	BSc (Hons) Enhanced Integrated Care (Top-Up)
UCAS Code:	HEIC
Benchmarks:	N/A
Date of Programme Approval:	22/3/2018

2.   Programme Aims

The programme will

1. Equip students with the knowledge, skills and values to enable active engagement in the discourses surrounding the concept of health and its representations.
2. Provide students with a critical awareness of the inter-subjective influences on the health of people in a multi-cultured and generational society.
3. Enable students to confidently and critically appraise available evidence in order to recommend appropriate interventions and facilitate, support and educate people about enhancing individual and community health.
4. Provide students with a supportive and stimulating learning experience in order to equip them with the confidence to manage own independent learning, skills for lifelong learning and for future personal and professional development.
5. Provide a high quality educational programme in partnership with employers which fosters a multi-agency approach to health and social care provision contributing to employer aims for improved performance, recruitment or retention strategies
6. Provide individual transferable skills appropriate for a wide variety of career opportunities and a secure and suitable basis for future academic or professional progression at post-graduate level.

3.   Programme Intended Learning Outcomes

2.6.1 Knowledge and understanding

On successful completion graduates should have developed:

1) Develop knowledge and understanding of the contested nature of health as an individual and collective concept.

2) Critically evaluate inter-subjective influences which have the potential to enhance or diminish successful health outcomes

3) Demonstrate and understanding of lifespan approaches to the development and maintenance of health and the single or cumulative constraints and barriers which may limit health

2.6.2 Cognitive and intellectual skills

On successful completion graduates should have developed:

1) Critical analysis of key conceptual and theoretical ideas from the disciplines that contribute to the study of health.

2) Recognise integration of theoretical and conceptual themes, ideas and abstract concepts across disciplines.

3) Synthesise, evaluate and apply primary and secondary data from a variety of sources to support and develop practice

2.6.3 Key and transferable skills

On successful completion graduates should have developed the ability to:

1) Develop Literacy, numeracy, ICT, communication (written, ICT mediated, verbal and non- verbal), problem solving, working with others

2) Apply awareness of and respect for diversity, individual difference and human rights

3) Participate effectively in interpersonal communication skills, self-awareness and emotional literacy.

2.6.3 Employment related skills

On successful completion graduates should have developed:

1) Manage and Interpret data collection and communicate findings

2) Develop awareness of the wider social, environmental and policy context of professional practice.

3) Work with other health and social care professionals and support staff and patients/clients/carers to maximise health outcomes

2.6.4 Practical skills

On successful completion graduates should have developed:

1) Skills of critically analysing and interpreting evidence for a range of professional purposes including project design, management, audit and evaluation.

2) Strong ability for reflection and action Planning.

3) Demonstrate enhanced presentation skills; of self and information.

4. Exceptions to Regulations

N/A

5. Progression Route(s)
Any job requiring a healthcare related (non-clinical) bachelor's degree

Apply for a healthcare related Master's degree, for example previous students have progressed to Master's degrees in nursing and physician associate with Plymouth University.

Admissions Criteria

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

Entry Requirements for BSc Enhanced Integrated Care	
Higher National Diploma	In relevant subject area
Foundation Degree	Foundation Degree in relevant subject field such as Healthcare Practice, Health Studies or Community Health and Wellbeing
Other Qualifications	Applicants must also possess 120 credits at level four and 120 credits at level five that has not previously been counted towards a degree award
Additional Selection Criteria	Meeting the minimum entry requirement for a course does not necessarily guarantee a place. Entry to all courses is subject to a successful interview. When assessing an application, we take into account your grades, predicted grades, reference and personal statement. From your personal statement and interview, we consider your motivation and commitment to success, and any relevant experience you may have. Students must gain a work based agreement and a clear DBS before commencing any placement associated with this programme.
Mature Students	We recognise that some mature students may not meet the standard entry requirements but may have gained knowledge and skills from relevant work or life experience and, therefore, we would consider your application on an individual basis. We would take into account your work and life experience and may ask you to discuss this in more details at interview.
Interview	All applicants are invited to attend an interview with either the Module Lead programme Manager. You will be notified of your interview by our Admissions Team who will also update UCAS Track with details of your application.
APCL and APEL	Recognition of prior learning can be considered where there is a shortfall in entry requirements. We will ask you to submit an APL (Accreditation of Prior Learning) form enclosing your original documents. If you gained

	your Diploma or equivalent more than five years ago, you may be asked to submit an APL with additional evidence, which shows how you have applied and updated your professional learning since you qualified. If you do not have the full 120 points of certificated learning at Level 5, but believe you can show you have achieved the equivalent through your professional experience, you will be asked to provide evidence with support for your application prior to being offered a place on the programme
Experience	Applicants must have relevant work experience through work based learning embedded in the relevant foundation degree programme or a minimum of 1 year's experience in the health and care sector and have the ability to study successfully at degree level.
UK and EU Entry	Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not their first language, will be required to evidence an IELTS score or 6.0 or equivalent. Equivalences include: • TOEFL written examination score of 550 plus a test of written English (at 4) • TOEFL Computer Equivalent score of 230 Proficiency in English (Cambridge) at Grade C or above

8. Programme Structure

	FHEQ level: Level 6 For: BSc (Hons) Enhanced Integrated Care (Top-Up) Full Time (September Start)			
F/T Route Year	**When in Year? (i.e. Autumn, Spring etc.)**	**Core or Option Module**	**Credits**	**Module**
2024	Spring	Core	20	SOUD3064 Divergence in Health and Wellbeing
2023	Autumn	Core	20	SOUD3065 Lean Healthcare and Clinical Effectiveness
2023	Autumn	Core	20	SOUD3066 Quality Improvement and Patient Safety
2024	Spring	Core	20	SOUD3067 Generational Factors and Patient Engagement
2023/24	All Year	Core	40	SOUD3068 Major Research Project

	FHEQ level: Level 6 For: BSc (Hons) Enhanced Integrated Care (Top-Up) Part Time (September Start)			
P/T Route Year	**When in Year? (i.e. Autumn, Spring etc.)**	**Core or Option Module**	**Credits**	**Module**
2024	Spring	Core	20	SOUD3064 Divergence in Health and

				Wellbeing
2023	Autumn	Core	20	SOUD3065 Lean Healthcare and Clinical Effectiveness
2023/24	Autumn/Spring	Core	20	SOUD3066 Quality Improvement and Patient Safety
2024	Autumn	Core	20	SOUD3067 Generational Factors and Patient Engagement
2024/25	All Year	Core	40	SOUD3068 Major Research Project

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

Assessment against Modules Mapping

Module Code	Module Name	Mode of Assessment
Level 6:		
SOUD3064	Divergence in Health and Wellbeing	50% Report 50% Review
SOUD3065	Lean Healthcare and Clinical Effectiveness	70% Review

SOUD3066	Quality Improvement and Patient Safety	30% Presentation
		50% Case Study
		50% Debate
SOUD3067	Generational Factors and Patient Engagement	70% Article
		30% Poster Presentation
SOUD3068	Major Research Project	10% Research Proposal
		70% Dissertation
		20% Presentation

Skills against Modules Mapping

	SOUD3064	SOUD3065	SOUD3066	SOUD3067	SOUD3068
Knowledge and Understanding	1 & 3	1, & 2	1, 2 & 3	1, 2 & 3	1 & 2
Cognitive and Intellectual Skills	1 & 2	1, 2 & 3	1, 2 & 3	1 & 2	1, 2 & 3
Key Transferable Skills	1 & 2	1	1	1 & 2	1, 2 & 3
Employment Related Skills	2	1 & 2	1, 2 & 3	1 & 2	1, 2 & 3
Practical Skills	1, 2 & 3	1 & 3	1 & 3	1 & 3	1, 2 & 3

Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	Stage 1 is dealt with UCSD
Assessment Policy	UCSD	
Other – please stipulate		

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3064	MODULE TITLE:	Divergence in Health and Wellbeing		
CREDITS:	20	FHEQ LEVEL:	6	JACS CODE:	B300
PRE-REQUISITES	None	CO-REQUISITES	None	COMPENSATABLE:	N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

There is a key focus on the growing health and wellbeing gap across the health and social care sector, the inequalities across the funding and policy landscape and how new models of care will have implications for national and local reform. Students will consolidate the link between the NHS and health inequalities and how social determinant interventions drive improvements with the aim of reducing disparities.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see* *Definitions of Elements and Components of Assessment*			
C1 (Coursework)	50%	**C2** (Coursework)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Enhanced Integrated Care

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of the module, students will be able to:

- Critically evaluate the reasons behind the widening health and wellbeing gap across the health and care landscape with context to the characterisation of the inequalities and social determinant elements which may influence health outcomes
- Critically reflect how the five year forward view and new models of care will influence intervention strategies and provide an holistic approach to health and wellbeing

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Critically analyses the health and social care gap and the implications on funding and policy. LO2: Critically evaluates the funding risks associated with Strategic Transformation Plans and their ability to improve care and place services on a more sustainable footing. LO3: Critically reviews the new models of care associated with effective and accessible social care and identifies how these proposals will improve the care of local and national populations. LO4: Exercises significant judgement surrounding the characterisation of the inequalities and social determinant elements, which may influence health outcomes.	KU 1 & 3 CIS 1 & 2 KTS 1 & 2 ERS 2 PS 1, 2 & 3

DATE OF APPROVAL: 22/03/2018	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 10/09/2018	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: 25/05/2022	**SEMESTER: Semester 1 & Semester 2**

<u>S</u>ECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 105
MODULE LEADER: Paul Hindle	**OTHER MODULE STAFF:** Ella Reynolds

Summary of Module Content

This module examines how preventing illness is critical if the NHS is to remain sustainable. Much of the pressure on the NHS and hospital admissions is due to illnesses that could be avoided, such as diabetes or heart disease. By supporting people to improve their health and wellbeing through local and national programmes, unnecessary hospital admissions will be avoided and geographic and socio-economic health inequalities will be reduced. The module draws on insights from social policy and reform and highlights the implications for the current national and local populations and the strategies proposed to implement new models of care and how this will influence holistic health and wellbeing, narrowing the inequality gap. An educational approach module based on current themes within the health and social care environment allows students to critically apply their new understanding, incentivising and supporting healthier behaviour for their patients and clients. Key subject areas include:

- The Health and Wellbeing Gap
- The Five Year Forward View (5YFV) and Strategic Transformation Plans (STP's)
- New Models of Care
- Inequalities and Social Determinants of Health
- Funding and Social Policy Landscape
- Implications for Reform
- Holistic Health and Wellbeing

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities [KIS definitions]	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	30	Scheduled formal taught lectures
Scheduled activities	12	Group discussions on specified topic
Tutorial	22	Weekly tutorial, one to one tutorials and formative assessment discussions
External Visit	16	International trip which encompasses health and social care determinants and how these effect the population
Guided Independent Study	120	Preparation for scheduled sessions, follow-up work, wider reading and completion of assessment tasks
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	1000 word Academic Poster L01, LO3	50%
Coursework	4000 word Report LO2, LO4	50% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	1000 word Academic Poster L01, LO3	50%
	4000 word Report LO2, LO4	50% Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 25/05/2022	**Approved by**: Lucy Parkin

	Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3065	MODULE TITLE:	Lean Healthcare and Clinical Effectiveness		
CREDITS:	20	FHEQ LEVEL:	6	JACS CODE:	B990
PRE-REQUISITES	None	CO-REQUISITES	None	COMPENSATABLE:	N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will develop the ability to locate, critique and synthesise quantitative research evidence to inform clinical decision-making, improving clinical effectiveness. Change is influential in Lean Healthcare implementation. Change management helps create the platform for continuous and sustained improvements. The module explains the roles of communication, team building, and leadership in managing change resistance.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*			
C1 (Coursework)	70%	**P1** (Practical)	30%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Enhanced Integrated Care

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of the module, students will be able to:

- Critically examine and reflect upon the fundamental principles of clinical effectiveness and to examine and critically appraise components involved in both the research and audit processes.
- Develop a clear understanding of the importance of change management when supporting and managing change and recognise common responses that indicate change resistance.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Critically evaluates change management models, identifying change management issues that many occur in the implementation process. LO2: Critically analyses the components of research and audit processes that inform clinical decision making which influences clinical effectiveness. LO3: Exercises significant judgement when identifying and communicating the reason for change within the healthcare setting and how this impacts the organisation, the employee and the patient. LO4 Critically reviews literature pertinent to the fundamental	KU 1 &2 CIS 1, 2 & 3 KTS 1 & 3 ERS 1 & 2 PS 1 & 3

principles that underpin clinical effectiveness.

DATE OF APPROVAL: 22/03/2018	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 10/09/2018	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & Semester 2**

Additional notes (for office use only)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 105
MODULE LEADER: Paul Hindle	**OTHER MODULE STAFF:** Ella Reynolds

Summary of Module Content

The last decade has seen an increasing emphasis laid upon evidence-based practice within healthcare in the NHS and health and care settings. The implication is that senior practitioners, be they medical, nursing or therapists, should have the ability to formulate key clinical questions relevant to their practice, to search the literature using expert librarians as appropriate, and be able to appraise published evidence for its quality and its relevance to their own practice including that associated to changing practice and the rationale that supports the fundamental concepts of clinical effectiveness.

The module will form an essential foundation for the entirety of the programme. With this in mind, there will be some exploration of wider aspects of research, such as the potential of different research methods and relevant statistical principles. Students will develop skills in appraising evidence and will gain practical insight into the research processes underpinning clinical effectiveness and how this is implemented in Lean change management

This module will include sessions on the definition of research, approaches to research methodology and appropriate selection of approach. Students will be guided to develop skills in:

- Data collection
- Measures of average, spread and distribution
- Types of variables
- Reliability, validity and rigour
- Identification of concepts and critical evaluation of healthcare practices' and their underpinning evidence
- Governance and effectiveness within healthcare and health research
- Developing ideas into research questions

- User and Carer involvement within healthcare practice and research
- The Need for Leading and Managing Change
- Models of and Approaches to Change
- Effective Leadership
- Planning for Change
- Conflict Management and Change Resistance
- Implement the Change and Monitor Progress

In addition, there will be sessions focused on the development of students' critical appraisal and presentation skills.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	24	Scheduled formal taught lectures
Scheduled activities	12	Group discussions on specified topic
Tutorial	22	Weekly tutorial, one to one tutorials and formative assessment discussions
Practical Workshop	6	Guided session demonstrating the practical application of research presentation skills and research poster creations
External Visit	16	International trip which encompasses health and social care determinants and how these effect the population
Guided Independent Study	120	Preparation for scheduled sessions, follow-up work, wider reading and completion of assessment tasks

Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	4000 words slides for presentation LO1, LO2 and LO4	70%
Practical	30 minute Presentation of slides LO3	30%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	4000 words slides for presentation LO1, LO2 and LO4	70%
Practical	30 minute Presentation of slides LO3	30%

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

Updated by: Paul Hindle	Approved by: Lucy Parkin
Date: 25/05/2022	Date: 30/05/2020

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3066	MODULE TITLE:	Quality Improvement and Patient Safety		
CREDITS:	20	FHEQ LEVEL:	6	JACS CODE:	B700
PRE-REQUISITES	None	CO-REQUISITES	None	COMPENSATABLE:	N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Module gives health professionals an understanding of the historical development and current state of affairs in Quality Improvement and the patient safety movement. It will enable students to reflect on the challenges of improving healthcare delivery and specifically enhancing patient safety. Module incorporates the latest thinking relating to improvement models and the contribution of human factors to patient safety.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	50%
T1 (Test)		**P1** (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Enhanced Integrated Care

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of the module the student will be able to:

- Understanding the concept of variation in healthcare, how it can be identified and measured and the contribution of human factors, performance influencing factors and organisational culture to improvement and safety
- Critically Reflect upon the link between variation in delivery systems, overall system reliability and resilience, system performance and patient safety

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learn Outcomes contributed to
LO1. Critically evaluates the key differences between structure, process, and outcome indicators and how these influence methods for measuring performance and assessing quality of care.	
LO2. Exercises significant judgement in identifying how the key aspects of culture influences patient safety and the reporting of safety events and near misses	KU 1, 2 & 3 CIS 1, 2 & 3 KTS 1
LO3. Critically reviews the barriers that prevent healthcare professionals from collaborating to optimise patient care, and ways to remove these barriers, exploring strategies for involving patients and families in patient safety efforts.	ERS 1, 2 & 3 PS 1 & 3
LO4. Critically analyses the individual's instrumental to the progress of healthcare improvement and the organisations that influence	

regulations, standards, and accreditation contributing to healthcare quality and patient safety	

DATE OF APPROVAL: 22/03/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 10/09/2018	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & Semester 2

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 103
MODULE LEADER: Paul Hindle	OTHER MODULE STAFF: Ella Reynolds

Summary of Module Content

This module has been designed for students from all health and care backgrounds, it will help students develop a strong awareness of the key focal elements of patient safety and quality. Students will be equipped with the tools to tackle challenges arising from healthcare's ever-changing landscape. A particular emphasis is placed on quality assurance and quality improvement – marrying theoretical understanding with practical knowledge of how to make sustainable changes whilst maintaining patient safety. Students will gain an awareness of

current policy in the context of patient safety and quality improvement and will understand how governance and political accountability affect the effectiveness of setting and implementing these policies. Students are encouraged and guided to identify mechanisms for implementation and evaluation of patient safety and quality solutions whilst developing a detailed understanding of the social impact of patient safety and related academic theories and how human factors theories, models and methods are applicable to complex systems such as healthcare. This module will challenge students to think about the potential impact of new interventions to patients, carers, members of the family and healthcare staff, and support students to tackle these challenges in practice. Key topic elements that maybe covered include:

- Models of Quality Improvement
- Quality Assurance Vs Quality Improvement
- Quality Improvement projects and research
- Healthcare Quality
- Major events in the evolution of QI and patient safety
- The origin of the science of QI
- The development of the patient safety movement
- Key individuals in the evolution of quality and safety in healthcare
- Major organisations and individuals affecting current efforts in healthcare quality and patient safety

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities [KIS definitions]	Hours	Comments/Additional Information (briefly explain activ including formative assessment opportunities)
Scheduled activities	24	Scheduled formal taught lectures
Scheduled activities	12	Group discussions on specified topic
Tutorial	22	Weekly tutorial, one to one tutorials and formative asses discussions
Practical Workshop	6	Guided session demonstrating the practical application o knowledge in preparation for debate

External Visit	16	International trip which encompasses health and social care determinants and how these effect the population
Guided Independent Study	120	Preparation for scheduled sessions, follow-up work, wider reading and completion of assessment tasks
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hou etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	4000 Word Notes to support discussion LO1, LO4	50%
Practical	40-minute debate LO2, LO3	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	4000 Word Notes to support discussion LO1, LO4	50%
Practical	40-minute debate LO2, LO3	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 25/05/2022	**Approved by**: Lucy Parkin Date: 30/05/2022

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD3067	MODULE TITLE:	Generational Factors and Patient Engagement		
CREDITS:	20	FHEQ LEVEL:	6	JACS CODE:	B700
PRE-REQUISITES	None	CO-REQUISITES	None	COMPENSATABLE:	N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module enables students to understand the differences in generations in order to provide effective patient engagement improving patient centred care. Patients express different preferences based on their age and life experiences. In understanding factors that affect engagement including emotional intelligence, students may help the patient access the care they truly need becoming consumers of healthcare.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*			
E1 (Examination)		**C1** (Coursework)	70%
T1 (Test)		**P1** (Practical**)**	30%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Enhanced Integrated Care

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

- Critically evaluate how organisations can harmonise generation to bring about sustainable high quality consumer healthcare to engaged populations
- Critically reflect on the core skills required that will enable them as healthcare professionals to listen and be emotionally aware of themselves and the patient populations they are engaged with whilst highlighting the importance for self-awareness and how to continue to improve self-awareness.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically evaluates the impact of emotional intelligence and generational representation of patients and healthcare professionals in an engaged patient population. LO2. Critically reviews generational similarities and differences among patient engagement perspectives LO3. Critically analyses providers who incorporate emotional intelligence and patients' generational perspectives into their patient engagement strategies and outlines how this improves patient engagement, treatment plan adherence, and patient outcomes. LO4. Exercises significant judgment in the utilisation and range of effective tools that enhance patient engagement	KU 1, 2 & 3 CIS 1, & 2 KTS 1 & 2 ERS 1 & 2 PS 1 & 3

DATE OF APPROVAL: 22/03/2018	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 10/09/2018	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & Semester 2**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	**NATIONAL COST CENTRE:** 103
MODULE LEADER: Paul Hindle	**OTHER MODULE STAFF:** Ella Reynolds

Summary of Module Content

As the healthcare industry shifts from volume to value, it is important that providers determine how to engage all patients, rather than just employ a general patient engagement strategy. Leaders today embrace various styles, traits and skills. When combined effectively, outcomes are achieved and that leader is called successful. What makes a leader successful? Is it a style, a skill, a behaviour? It's all of the above and the good news is that it can be learned – this is Emotional Intelligence (EI). Students will utilise their individual ability through EI skills to recognise and regulate their own emotions and the emotions of others in order to achieve their goals. They will consider how the varying generations from the silent generation through to generation Z will engage with healthcare provision and the factors that will effect success in terms of compliance. This module will explore various models of EI, the ethics of incorporating EI assessments and training in various situations, criticisms of the concept and components, and how to strengthen your own Emotional Intelligence. Students will understand the relationship between personality and Emotional Intelligence as well as the role that EI plays in those with

personality or psychiatric disorders and those on the autism spectrum. Students will investigates trends in patient engagement Students will By identifying the nuances and differences in patient preferences and utilising emotional intelligence, providers will be able to create better patient buy-in, which would ideally result in better healthcare outcomes. Topics covered will include:

- Models of Emotional Intelligence.
- Personality traits and emotional intelligence
- Criticism of the Theoretical Foundation
- Measures of Assessment of Emotional Intelligence
- Emotional Intelligence and people with personality disorders
- Emotional Intelligence in the workplace
- Generational factors including Silent Generation, Baby Boomers, the Millennials and Generations X, Y and Z
- Generational Implications for Healthcare Providers
- Beliefs and Behaviours

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities [KIS definitions]	Hours	Comments/Additional Information (briefly explain activi including formative assessment opportunities)
Scheduled activities	24	Scheduled formal taught lectures
Scheduled activities	12	Group discussions on specified topic
Tutorial	22	Weekly tutorial, one to one tutorials and formative asses discussions
Practical Workshop	6	Guided session demonstrating the practical application o knowledge in preparation for debate
External Visit	16	International trip which encompasses health and social ca determinants and how these effect the population
Guided Independent Study	120	Preparation for scheduled sessions, follow-up work, wider reading and completion of assessment tasks

| | | Total | 200 | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hou etc.) |

Element Category	Component Name	Component Weighting
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hou etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	4000 word supporting slides LO1, LO2 & LO3	70%
Practical	15 minute group poster Presentation LO4	30%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	4000 Word Article LO1, LO2 & LO3	70%

Practical	15 minute Poster Presentation LO4	30%

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE:	SOUD3068	**MODULE TITLE:**	Major Research Project		
CREDITS:	40	**FHEQ LEVEL:**	6	**JACS CODE:**	B990
PRE-REQUISITES	None	**CO-REQUISITES**	None	**COMPENSATABLE:**	N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Designed to allow students to conduct an in-depth study of an area in health and care that they are particularly interested in, and to enable them to demonstrate skills and knowledge acquired throughout the programme of study. Projects can take several forms and the students are expected to develop cognitive skills through the understanding of the chosen topic area and presentation of technical information.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*			
E1 (Examination)		**C1** (Coursework)	80%
T1 (Test)		**P1** (Practical**)**	20%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Enhanced Integrated Care

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By then end of this module students will be able to:

Research a selected topic in depth

Develop understanding, knowledge and critical analysis of the area of research selected

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Explore the subject field selected in a critically analytical	

manner giving due consideration to all salient points	KU 1 & 2
LO2. Critically Evaluate the findings of a literature search and apply these findings to a real-world application	CIS 1, 2 & 3
	KTS 1, 2 & 3
LO3. Develop ability to present ideas and arguments coherently that answer the project title in oral form within a constrained timeframe	ERS 1, 2 & 3
	PS 1, 2 & 3
LO4. Critically analyse and draw up reasoned conclusions based upon an existing knowledge base	
LO5. Complete a practical or theoretical research project and to defend the purpose, research methods and outcomes of the project in a written report	

DATE OF APPROVAL: 22/03/2018	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 10/09/2018	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & Semester 2**

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23		**NATIONAL COST CENTRE:** 135	
MODULE LEADER: Paul Hindle		**OTHER MODULE STAFF:** Ella Reynolds	

Summary of Module Content

The dissertation/project module consists of an extended period during which students work on a specific piece of project work and a report on this work in the form of a dissertation, supported by a project supervisor. Students choose their project near the beginning of the year. The students may propose a project of their own which must be appropriate for, and relevant to, the student's programme of study. Students will develop and submit a suitable proposal for approval before undertaking the Dissertation/Project. The proposal will be submitted to a Dissertation/ Project approval panel, which will also consider any professional or ethical issues relating to the proposal. The student will carry out an investigation of the agreed research problem, with guidance from the nominated supervisor. The student must meet the supervisor regularly throughout the year and must be able to demonstrate continuous progress. The dissertation/project examines the student's ability to research the literature, to understand, analyse, synthesise and expand on a specific problem commensurate with their programme of study and relate it to other work, to carry out investigations and analyse and evaluate results and draw conclusions from them and to write a coherent and well organised dissertation. Students will draw on the knowledge gained from studying the Lean Healthcare and Clinical Effectiveness Module.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities *[KIS definitions]*	**Hours**	**Comments/Additional Information (briefly explain acti** **including formative assessment opportunities)**
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain acti**

		including formative assessment opportunities)
Scheduled activity	10	Formal Taught Lectures
Tutorial	20	Individual Tutorial and Supervisor Meeting
Independent Study	370	Primarily student led
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 ho etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	3000 Word Research Proposal LO1	20%
	8000 Word Dissertation LO2, LO4, LO5	80% **Total 100%**
Practical	5 Minute Oral Presentation + Panel Questions LO3	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	3000 Word Research Proposal LO1	20%
	8000 Word Dissertation LO2, LO4, LO5 **Total 100%**	80%
Practical	5 Minute Oral Presentation + Panel Questions LO3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 25/05/2022	**Approved by**: Lucy Parkin Date: 30/05/2022