PROGRAMME QUALITY HANDBOOK 2022-2023

BSc (Hons) Social and Therapeutic Interventions

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1. Welcome and Introduction to BSc (Hons) Social and Therapeutic Interventions

1.1 Welcome statement

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 Student Handbook | University Centre South Devon (ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

The BSc (Hons) Social and Therapeutic Interventions programme is the Level 6 top-up bachelor's degree for students who have already attained a Level 5 qualification such as a Foundation Degree or Level 5 Diploma. The course is underpinned by social science theory and empirical evidence The content will prepare students for careers within social support services, such as those involving work with socially disadvantaged individuals, victims of crime, offenders, people with mental ill health or addictions, those who are socially isolated and those whose health and wellbeing is affected by life circumstances.

Students will have scope to tailor their learning experiences to their personal interests and future goals. Each module will provide opportunities for students to choose the topic or context for their assessments and, due to the range of expertise in the staff team, students will also be able to undertake a research dissertation underpinned by sociological, psychological, criminological, educational or counselling concepts. An additional distinctive feature of the course is that assessments are designed to be authentic, in the sense that they require students to use the same competencies, or combinations of knowledge, skills, and attitudes that they will need to apply in their professional life' (Gulikers, Bastiaens, and Kirschner, 2004, p. 69). Thus, assessments will allow all students to demonstrate their knowledge and understanding in a variety of modes related to their future professions.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead & Programme Coordinator & Higher Education Coordinator	Jodie Rossiter	jodierossiter@southdevon.ac.uk
Curriculum Head	Anna Neale	annaneale@southdevon.ac.uk
Assistant Principal	Liz Lawrence	lizlawrence@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's name is Jodie Rossiter and her 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. She should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Jodie Rossiter is an Integrated Counsellor and a Higher Education Coordinator for Social Science and Counselling Courses at UCSD. She has been designing, delivering and coordinating courses in Higher Education since 2013 and has been lecturing in Psychology and Counselling at South Devon College since 2007.

Jodie has taught all aspects of Psychology from level 2 to level 6 and her specialist subjects are Clinical, Social and Criminal Psychology. Jodie has combined her interest in these topics to research potential connections between mental health, social conflict and antisocial behaviour and to look at ways to improve wellbeing, acceptance and social interaction.

In recent years Jodie has developed courses in counselling and social and therapeutic interventions, underpinned by positive psychology, historical and cultural developments and philosophical teachings. She aims to work in partnership with her students, the staff team and other organisations, to support individual growth and community wellbeing.

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, and the University of Plymouth Student's Union for students on UoP programmes.

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

The tutorial curriculum and Personal Development 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

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.

1.5 Course Contact List

Details of your modules leaders and how and when the 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

Module Leader	Modules	Contact
Katrina Perkins	SOUD 3093 Tackling Social Inequality	katrinaperkins@southdevon.ac.uk
Hannah Davies	SOUD 3094 Trauma, Victimology and Offending Behaviour	hannahdavies@southdevon.ac.uk
Samantha Smith	SOUD 3095 The Psychology of Social Interaction SOUD 3096 Research dissertation	samanthasmith@southdevon.ac.uk
Jodie Rossiter	SOUD 3092 Wellbeing in the Modern World	jodierossiter@southdevon.ac.uk

1.6 Preparing for your programme

At UCSD, we understand that Level 6 Bachelors 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 Stepping up to HE 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/.

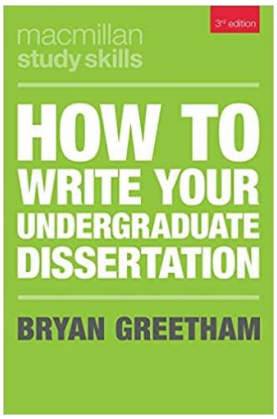
The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education,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

If you are joining the The BSc (Hons) Social and Therapeutic Interventions as a full-time student or second year part-time student, the most important preparation you can make is to focus on your dissertation. We suggest you do the following:

- Purchase and read the dissertation textbook:



Greetham, B. (2019). *How to write your undergraduate dissertation*. London: Red Globe Press

(earlier editions of this text are available cheaply online)

- Consider the broad topic areas that you are interested in within the field of social science and/or counselling.

- Do some reading about the topic areas you are interested in – book chapters are a useful starting place but then read some online research journal articles about the topic.

- Identify what you don't know about the topic but would like to find out. This is known as the research question. Eventually, your research question should be specific, but at this stage have several potential lines of enquiry that you can discuss with the team in September.

- Attend the Induction and Dissertation workshop sessions in September to discuss your idea. Ideally you will have two or three ideas that you have read some research about, and identified what you want know more about.

- If you want to discuss your ideas before September, please contact Issy or Sam on jodierossiter@southdevon.ac.uk or samanthasmith@southdevon.ac.uk

Core module texts:

SOUD3093 Tackling Social Inequality
Trevino, A. (2021) *Investigating Social Problems* 3rd edn London: SAGE Publications

SOUD 3094 Trauma, Victimology & Offending Behaviour
Vossler, A., Havard, C., Pike, G., Barker, M-J., Raabe, B. (2017) Mad or Bad? London: Sage

SOUD 3096 Dissertation
Gray, D. E. (2021) *Doing research in the real world*. Sage

SOUD 3095 The Psychology of Social Interaction
Hogg, M. & Vaughan, G. (2021). *Social Psychology (9th ed.).* Pearson.

SOUD 3092 Wellbeing in a Modern World
Kholsa, M. (2022) *Understanding the Psychology of Health and Well-being.* London: Sage.

Previous editions of core texts are often available second hand, at a much lower cost. There are also a number of books with similar titles, which could be purchased as well as / instead of these recommended texts. First year modules mainly cover classic theory and research, which will be included in earlier editions of texts. Students will also be able to make full use of the South Devon College (SDC) library, which stores core module text books and hard copies of some journals.

The SDC library also subscribes to the following journals and journal publishers:
The British Journal of Mental Health Nursing
SAGE Premier
Wiley Online Library
Oxford Academic Journals

The articles discussed in class will come from a wide range of journals. Please see below for some examples:

Journal of Applied Social Psychology
British Journal of Psychotherapy
Applied Psychology: Health and Well-Being
The Sociological Review

Other materials:
British Association of Counselling and Psychotherapy (2018) Ethical Framework for the Counselling Professions. Retrieved from: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/et#hical-framework-for-the-counselling-professions/
National Counselling Society. (2018) Code of Ethical Practice. Retrieved from: https://nationalcounsellingsociety.org/assets/uploads/docs/National-Counselling-Society-Code-of-Ethics.pdf
The British Psychological Society. (2018) Code of ethics and conduct. Leicester: The British Psychological Society. Retrieved from: https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct

1.7 Curriculum design principles

Programme Rationale

The BSc (Hons) Social and Therapeutic Interventions programme is a Level 6 top-up degree for students who have successfully achieved a Level 5 qualification in a related subject, for example UCSD's FdSc Psychology and Counselling, FdSc Psychology and Criminology, FdSc Psychology and Sociology. The programme aims to facilitate your professional and academic development, preparing you for a career within a range of statutory sectors, such as the health system, the criminal justice system and the education system. The course will also prepare students for work within charitably funded organisations and projects that aim to improve conditions and life experiences for their service users.

Context

The curriculum of the BSc (Hons) Social and Therapeutic Interventions has been designed to build on and extend your Level 4/5 studies and experience in a range of subject areas, providing opportunities for collaborative working and peer teaching and learning. This will also contribute to a sense of being part of a wider learning community within the sector of 'Social Science and Counselling' at UCSD. Students will gain a deep understanding of contemporary social issues, wellbeing promotion, trauma experienced by victims and offenders and social conflict within organisational settings. They will be required to design and critique interventions in all of these areas, drawing on underpinning theory, evidence-based practice and the sharing of personal and professional experiences.

The Social Science and Counselling team work with employers across the Torbay and South Devon area to facilitate student placements and curriculum development. Feedback from employers and students' mentors about the curriculum is gathered through individual meetings during the academic year and events such as the Social Science and Counselling Conference held during Research Showcase in May each year. This employers' feedback, together with students' feedback and academic sector developments identified by teaching staff, help to inform and develop the programme curriculum, assessments and enrichment activities.

Content

The BSc (Hons) Social and Therapeutic Interventions programme consists of four 20 credit modules, one 40 credit module to complete your dissertation, and the tutorial programme to support your academic and professional development. The sequencing of your programme allows you to develop the knowledge, skills and behaviours ready for graduate employment. Although the modules stand-alone, the knowledge and understanding you develop within the modules will build as you progress through the programme and you will be able to apply it to your future module learning and assessments.

Students undertaking the part-time pathway will study three taught modules in year one, and one taught module and the Research in Education module in year two. The Dissertaition module involves independent primary or secondary data collection on a topic of your choice, negotiated

with your dissertation supervisor. Any previous research experience you have gained through employment, voluntary work or your earlier studies will be valuable in helping you to plan and undertake your dissertation. However, the preparatory activities outlined in section 1.6, pre-programme activities (either as part of your Stepping Up to Level 6 within your Foundation Degree, or direct-entry student induction in September), module teaching for Dissertation and the support of your dissertation supervisor will give you all the knowledge and skills you need to successfully undertake your research project and write up your dissertation.

Teaching and Learning Strategy

The BSc (Hons) Social and Therapeutic Interventions (top-up) programme is designed to be delivered with weekly face-to-face scheduled learning activities, asynchronistic learning opportunities and resources on our online learning platforms, guided independent learning in preparation for schedule learning activities, and independent study towards assessments. The teaching and learning strategy builds on the UCSD Teaching, Learning and Scholarship Policy and South Devon College Teaching and Learning Framework. The framework is underpinned by five core principles: the evidence-informed teacher, the evidence-informed learner, the ambitious and inclusive curriculum, the responsive teacher, and the confidence and employable learner.

As evidence-informed teachers, our practice is based on research applying cognitive psychology in the classroom (Rosenshine, 2012), to create learning cultures where students are secure in the key concepts, skills and behaviours. In practice, our schemes of learning are designed to embed daily review, introducing new topic in small steps, using probing questions, offering guided practice, scaffolding new skills development, and opportunities for independent practice and regularly reviews.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills and guided practice in the classroom, and study skills support from the dedicated HE Study team at the University Centre. We encourage students to learn the metacognitive skills to reflect on their learning, gather feedback, plan and apply strategies for their learning to promote motivation and persistence in their studies.

The ambitious and inclusive curriculum is designed in response to the needs of our diverse student population, employers and the local community. The modules and assessments allow students to extend their prior knowledge and experience, explore new and emerging topics, and investigate in depth an area of academic and/or professional interest. Creating a flexible and holistic curriculum allows a degree of personalisation for students. Inclusive teaching and learning practices, and the importance of our personal development programme embedded within the tutorial curriculum are designed to enable all students to thrive in their chosen area and develop their employability.

As responsive teachers, we seek to create a learning culture that empowers staff to deliver a curriculum that is student-centred and responsive to prior knowledge, skills and behaviours, and the progress made by individual students. Collaborative learning and group work are incorporated into schemes of learning, enabling students to learn from and with their peers, and practice their thinking for formative feedback.

The final element of the teaching and learning framework champions the need for students to develop confidence, resilience, and independence. Although there is no requirement for students to be in practice, or on a placement, during the BSc (Hons) Social and Therapeutic Interventions, it is anticipated that most students will be or have been in recent practice. Therefore, students will be able to apply their developing knowledge and understanding in their practice, and draw on this experience to support their learning and assessments. Alongside this professional experience, students will be supported to explore alternative and advanced career paths through the tutorial curriculum and module teaching. The tutorial curriculum also includes opportunities for students to recognise and value their developing employability skills including digital skills, citizenship, enterprise, professional behaviours, and networking.

Scheduled learning activities in the classroom are supplemented with online learning opportunities on Moodle and MS Teams. Teaching resources are available to students on Moodle at least 48 hours in advance of lessons, with supplemental reading and audio-visual resources to enable deeper exploration of topics. UCSD uses MS Teams as our online collaboration tool, with students able to interact with their peers and module leader on the chat function, scheduled learning activities recorded and transcribed within the module channels, and module leaders able to give summaries, notices and remind students in an asynchronistic manner. In addition to scheduled learning activities, students are expected to undertake considerable self-directed learning to prepare for classroom seminars and in preparation for assessments.

Resources

As a UCSD student you will have access to the following resources:

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College and the University Centre's virtual learning environment
- The South Devon College Learning Resources Centre (LRC) in the main college building. The LRC hosts the library with thousands of hard copy textbooks.
- The South Devon College online library, via Moodle, which hosts thousands of ebooks and online journals specifically selected for courses related to children and young people.
- The University of Plymouth online library, Primo, which hosts hundreds of thousands of ebooks and online journals.

You will be issued with a reading list of textbooks for each module, you do not have to purchase the books as they are available in the South Devon College and/or Primo library as either hardcopy textbooks or ebooks.

1.8 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, our virtual learning environment, at the start of your course.

Assessment within the BSc (Hons) Social and Therapeutic Interventions

Assessments are designed to enable students to meet the learning outcomes of modules. Assessment of learning outcomes is guided by the University of Plymouth and UCSD assessment policies and affords students the opportunity to undertake a range of different summative tasks including leaflets, critical discussions, case studies, essays, reports, literature reviews and practical assessments including presentations, debates and workshops, throughout their programme of study. All modules require an overall pass mark of 40%. Assessment briefs are published as part of the module guides ahead of the commencement of module teaching. Each assessment brief outlines how student can meet the learning outcomes through the assessment task, including a breakdown of what is expected, the marking criteria for the assessment task and the generic grading criteria for Level 6.

There is a diverse mix of assessment methods which ensure that specific students are not disadvantaged by specific forms of assessment, varying assessment activities has also helped develop a broader range of personal and employability skills. Student engagement is improved by using real life contexts in assessments which include analytical case studies and the writing of articles with current and relevant news associated with their area of specialism or topic choice. Staff will provide exemplar assessments, where appropriate, that allow students to visualise what the task is and independently or under direction to practise equivalent assessment tasks in advance of ‘the real thing’ and/or utilise these as formative tasks and discuss openly in taught sessions.

A range of formative learning activities are included throughout the module teaching to enable students to assess their progress, areas of strength and further development needs. Draft tutorials are planned into the scheme of learning to discuss assessments in a full and detailed approach. Students typically receive written feedback on their draft submission, verbal feedback during their draft tutorial, and generic feedback of common themes identified during the draft tutorial period.

Summative coursework submissions are via Turnitin. This allows students the opportunity to submit their assessment and receive similarity report feedback, thereby enabling them to develop the integrity of their academic writing for final summative submission. Students are offered a range of practical assessment modes. Practical assessments are marked in the moment, but a Turnitin submission of a reference list or presentation slides enables all feedback to be given via Turnitin for a consistent assessment feedback experience.

All assessment briefs are internally moderated and available to External Examiners before they are distributed to students, and assessment marking is internally moderated in line with the UCSD policy before summative feedback is released to students. The annual programme monitoring alongside early/end of module reviews allow staff to monitor the success of assessment type against learning outcomes. Student involvement in programme and assessment reviews helps monitor inclusive practice. Assessment audits enable the team to carry out and share good practice. All assessments will be subject to a rigorous moderation process both internally, and where required by University regulations, externally. Assessments will be reviewed annually through Programme Monitoring with input from students via module reviews and programme level student data.

Feedback

Students will be given information in tutorial and each module about what types of formative, draft and summative feedback they will receive. Students are provided with verbal formative feedback throughout the teaching and learning experience, and written and verbal feedback on a draft submission. Draft feedback highlights how students can develop their work to meet the learning outcomes and improve their assessments. Summative feedback is digital through Turnitin. This encompasses narrative commentary through continuous prose, the use of Quickmarks to highlight positive work and areas for improvement, audio recorded feedback and a breakdown of marks allocated to different assessment marking criteria. The narrative comments highlight what the student did well, how they can improve their work and targets for them to work towards, including recommendations to see support from the HE Study team.

The feedback process is clearly communicated to students as part of their induction and tutorial programme. It is explained that summative feedback is released 20-working days after summative submission date, with dates published in the Module Guides and on Turnitin. Occasionally, summative feedback is released early if it has been marked and moderated, and early release would support subsequent assessment. As there are two pieces of assessed work in a module, feedback from the first piece will be made available prior to the submission date for the subsequent piece(s). The teaching team will inform students of their processes and policies relating to feedback, and publicise the principles of feedback in the module guides. In exceptional circumstances, when summative feedback release is delayed, students will be told why and given a new due date.

Feedback quality is maintained through benchmarking and moderation processes within the section to ensure it is fit for purpose and appropriate. Staff awareness is raised through CPD, ensuring that levels of feedback are sustainable for staff to deliver and staff are actively sharing existing good practice. The teaching team will check that feedback is fit for purpose and that it enhances learning at module, programme and section level, as part of on-going annual review processes. This is specifically to ensure that feedback genuinely supports student learning. Monitoring of feedback will also take place to ascertain consistency of quality and appropriateness of type of feedback offered and mode of delivery.

1.9 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 it is better to contact us to discuss what we can support, rather than make that decision yourself. 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 and for some it will be more challenging we are here to support everyone. The team are here to 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, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website https://www.ucsd.ac.uk/student-life/support/disability-support/ or visit the Government's website about Disabled Students' Allowance https://www.gov.uk/disabled-students-allowance-dsa If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in

place, please contact HEdisability@southdevon.ac.uk

- **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 can offer 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 Stepping up to Higher Education 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.

1.10 Preparation for Employment, further academic study and personal development

Preparation for employment and personal development are central to the programme as it is the final year of undergraduate study. It is delivered as part of the module teaching and assessment, weekly tutorial, employability and enrichment activities, and UCSD opportunities. As much as practicable, these activities will be organised to enable students to work with students from across the University Centre, widening their social and professional network, and fostering a sense of belonging to UCSD and the University of Plymouth.

Module teaching and assessments contextualise professional, personal and employability development throughout the schemes of learning. For example, in the Global Education module, students will be reflecting on their own professional practice as agents for sustainable

change throughout the module. In other modules, assessments will be authentic to enable students to develop behaviours and skills applicable to the education. Where appropriate, students will observe how their developing skills match professional standards, such as Teachers' Standards.

Weekly tutorials for BSc (Hons) Social and Therapeutic Interventions students take place following the UCSD Tutorial Curriculum, with a focus on advanced academic skills, personal development and employability. All students have the same personal tutor who leads weekly tutorials, supports the pastoral and academic development of students one-to-one, and facilitates employability and enrichment opportunities. Different post-graduate training, graduate employment and work and life experience opportunities will be introduced, explored and discussed throughout the academic year. The tutorial curriculum embeds advanced academic skills to meet the requirements of Level 6, whilst acting as booster session for students whose skills are still emerging. The booster sessions are particularly important for direct-entry students, and are supplemented by an enhanced tutorial package of online resources, referral to HE Study and one-to-one support from the personal tutor.

The personal tutor and teaching team will deliver a package of employability and enrichment activities for students. This may include exchange visits to different students' workplace settings; guest speakers; local, national and/or international visits to explore module and/or employability relevant sites; research dissemination opportunities; vocational training courses, e.g. Forest School, Mental Health First Aid; and acting as an advocate for the programme at open events, with employers or with students on other levels of study. As much as possible these activities will be co-ordinated to enable students to work with their peers from other Level 6 courses, and those studying the BSc (Hons) Social and Therapeutic Interventions Level 4/5 feeder programme.

UCSD also organises a range of professional development and employability opportunities that BSc (Hons) Social and Therapeutic Interventions students can engage in. These include CV writing or personal statement writing workshops or one-to-one support; advance academic skills support; contributing to UCSD as a Student Rep or Ambassador; support with wellbeing or disabilities needs; and exploration of local and national employment and study opportunities.

The teaching team work with employers through Torbay and South Devon, including those who are hosting students on Level 4 and Level 5 work-based learning placements. Employers are invited to our annual Research Showcase and student celebrations, to continuous professional development (CPD) events the team organise and we visit them both individually for our own CPD and with student groups. This enables us to maintain currency in our teaching and draw links from the academic theory to practice in the workplace. Module teaching and tutorial, and any work-based learning students do alongside their studies, will foster students' growing professional identities. As students will be entering a range of employment and further studies, sharing work experience and discussing how different sectors and occupations view topics will contribute to students' holistic understanding of social science and counselling issues.

1.11 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:

FHEQ level: 5						
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.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2 PA3&4 8.4.2 8.5.3	SOUD3092 LO3&4 SOUD3093 LO1&2 SOUD3094 LO1&2 SOUD3095 LO1&2 SOUD3096 LO1&2	A2 Intervention workshop A1 Social issue debate A1 Case analysis presentation A1 Letter & incident report A1 Research proposal & ethics	Skills practice, practical activities and excursions related to interventions in SOUD 3092.	Tutorial & referral to study skills support.
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2	SOUD3092 LO1&2 SOUD3093 LO1&2 SOUD3094 LO1&2	A1 Promotional leaflet & critique A1 Social issue debate A1 Case analysis presentation	Professional practice support in tutorial, option to attend work experience, mock interviews, CV and cover letter writing SWOT analysis, job description analysis workshops.	Tutorial & referral to study skills support.
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2	SOUD3092 LO1&2 SOUD3093 LO3&4 SOUD3094 LO1&2 SOUD3095	A1 Promotional leaflet & critique A2 Global citizenship report A1 Case analysis presentation	Module leader support for design, structure and upload of leaflets, reports, presentations, professional letters. Dissertation supervision for structure and format of	Tutorial & referral to study skills support.

		PA3&4 8.4.2 8.5.3	LO1&2 SOUD3096 LO1&2 LO3&4	A1 Letter & incident report A1 Research proposal & ethics A2 Dissertation report	ethics form, proposal, research dissertation and data analysis software.	
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2	SOUD3092 LO1&2 LO3&4 SOUD3093 LO1&2 LO3&4 SOUD3094 LO1&2 LO3&4 SOUD3095 LO1&2 LO3&4	A1 Promotional leaflet & critique A2 Intervention workshop A1 Social issue debate A2 Global citizenship report A1 Case analysis presentation A2 Intervention report A1 Letter & incident report A2 Intervention strategy & eval	Skills practice, practical activities and excursions related to interventions in SOUD 3092.	Tutorial & referral to study skills support.
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2 PA3&4 8.4.2 8.5.3	SOUD3092 LO1&2 LO3&4 SOUD3093 LO1&2 LO3&4 SOUD3094 LO1&2 LO3&4 SOUD3095 LO1&2 LO3&4 SOUD3096 LO1&2 LO3&4	A1 Promotional leaflet & critique A2 Intervention workshop A1 Social issue debate A2 Global citizenship report A1 Case analysis presentation A2 Intervention report A1 Letter & incident report A2 Intervention strategy & eval A1 Research proposal & ethics A2 Dissertation report	Module leaders and tutors support students to consider the applications of the module content to a range of potential careers and organise guest speakers working in related fields to enhance knowledge further.	Tutorial & referral to study skills support.
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.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2 PA3&4	SOUD3092 LO3&4 SOUD3093 LO3&4 SOUD3094 LO3&4 SOUD3095 LO3&4 SOUD3096	A2 Intervention workshop A2 Global citizenship report A2 Intervention report A2 Intervention strategy & eval	Skills practice, practical activities and excursions related to interventions in SOUD 3092.	

		8.4.2 8.5.3	LO3&4	A2 Dissertation report		
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	PA3&4 8.4.2	SOUD3096 LO1&2	A1 Research proposal & ethics	Module leaders and tutors support students to consider the applications of the module content to their own personal development..	Tutorial & referral to study skills support.
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2 PA3&4 8.4.2 8.5.3	SOUD3092 LO3&4 SOUD3093 LO1&2 SOUD3094 LO1&2 SOUD3096 LO1&2	A2 Intervention workshop A1 Social issue debate A1 Case analysis presentation A1 Research proposal & ethics		Research showcase Sector workplace celebration evening Referral to employability support
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA1,2,3,4 8.1.3 8.4.1 8.4.3 8.5.1 8.5.2 PA3&4 8.4.2 8.5.3	SOUD3092 LO3&4 SOUD3096 LO1&2 LO3&4	A2 Intervention workshop A1 Research proposal & ethics A2 Dissertation report	Guest speakers from organisations offering work experience and / or sharing sector knowledge and opportunities.	Research showcase Sector workplace celebration evening Referral to employability support
Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. 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.						Extra employability-related activity will be recorded on the Employability Activity Form.

1.12 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 student body also acts as a Student Governor in South Devon College's governance structures to represent your views. 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.

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

As the programme will be running for the first time in 2022-23 we cannot provide this information at this time.

1.13 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information Student Handbook | University Centre South Devon (ucsd.ac.uk)

Policy/Procedure/Regulation	Provision	Comments
Regulations		
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		
Extenuating Circumstances Policy	UCSD	
Academic Appeals		
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	South Devon College
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full Time and Part Time
Final Award:	BSc (Hons)
Intermediate Award:	BSc (Hons)
Programme Title:	BSc (Hons) Social and Therapeutic Interventions
UCAS Code:	BSTI
JACS Code:	
Benchmarks:	Framework for Higher Education Qualifications (FHEQ), QAA Psychology Benchmark Statement (2019), QAA Criminology Benchmark Statement (2019)
Date of Programme Approval:	June 2022

8. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent) English at Grade C/level 4 or above.

Entry Requirements for BSc (Hons) Social and Therapeutic Interventions (Top-up)	
Higher National Diploma	In relevant subject area, for example Diploma in Education and Training
Foundation Degree	Foundation Degree in relevant subject, such as psychology, sociology, criminology, counselling or education.
Other Qualifications	Applicants must possess 120 credits at level four and 120 credits at level five (or equivalent) in a relevant subject, such as psychology, sociology, criminology, counselling and education. Credits must not have previously been counted towards a degree.
APEL	Recognition of prior experiential learning can be considered where there is a shortfall in entry requirements. We will ask you to submit an APEL (Accreditation of Prior Experiential 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 APEL 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 would benefit from having relevant work experience through work-based learning embedded in a social support, criminal justice, education or helping role. They must also 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

Aims of the Programme:

The programme aims to:

1. Develop student's knowledge and understanding of the interrelated and complex factors that impact upon social interaction, equality of opportunity, wellbeing and victimology or offending behaviour.
2. Develop students' ability to apply social science and therapeutic approaches to explain and address personal and social issues.
3. Prepare students to work flexibly, effectively and compassionately with vulnerable groups, individuals, colleagues and other professionals, through careful reflection and critical exploration of research, evidence practice-based experience, individual cases, contexts, and policy.
4. Enable students to develop as active and critically conscious life-long learners, with a sound understanding of the relationship between theoretical frameworks and empirical methods of enquiry, which inform the development, interpretation and continuing re-evaluation of theory and professional practice.

Programme Intended Learning Outcomes:

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1. Knowledge and understanding of how personal, social and developmental issues can be explained using social science theory.
2. Knowledge and understanding of real-world evidence, examples and / or empirical research that supports theoretical explanations in social science.
3. Knowledge and understanding of how social science theory can be applied to create interventions for personal, social and developmental issues.
4. Knowledge and understanding of real-world evidence, examples and / or empirical research that supports or refutes interventions informed by social science.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

1. Critically evaluate social science explanations for personal, social and / or developmental issues.
2. Critically evaluate real-world evidence, examples and / or empirical research that supports theoretical explanations in social science.

3. Critically evaluate the extent to which social science theory can be applied to create interventions for personal, social and / or developmental issues.
4. Critically evaluate real-world evidence, examples and / or empirical research that supports or refutes interventions informed by social science.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Independently research and gather information.
2. Communicate effectively using oral skills (create relevant, well-informed arguments, demonstrating critical consciousness).
3. Communicate effectively using written skills (create relevant, well-informed arguments, demonstrating critical consciousness).

8.4. Employment related skills

On successful completion graduates should have developed the ability to:

1. Apply theoretical knowledge to inform practical interventions.
2. Show awareness of and / or adhere to policies, procedures and ethical frameworks.
3. Identify and discuss economical, organisational or practical strengths and limitations of research methodologies and / or proposed interventions.

8.5. Practical skills

On successful completion graduates should have developed the ability to:

1. Design practical interventions to improve wellbeing and social interaction or reduce inequality, victimology and / or offending behaviour.
2. Reflect on the practical strengths and limitations of interventions.
3. Conduct independent research by collecting, analysing and interpreting primary and secondary data.

2.1 Brief Description of the Programme

3 The programme is designed to provide comprehensive knowledge and understanding of the various therapeutic and practical applications of social science theory and research. Students will also develop transferable skills that will aid their progression into graduate employment and/or training in settings where activity is informed by the social sciences. This may involve social or psychological support, using therapeutic approaches or working with victims and offenders.

3.1 Programme Structure and Pathways

Partner: South Devon College

Academic Year: 2022/23

Programme Code:

Programme Title: BSc (Hons) Social and Therapeutic Interventions

Full/Part Time: Full Time

Full-time pathway

Semester	Code	Module Title	Credits	Core or Option
All year	SOUD 3096	Research dissertation	40	Core
Semester 1	SOUD 3094	Trauma, Victimology and Offending Behaviour	20	Core
Semester 1	SOUD 3093	Tackling Social Inequality	20	Core
Semester 2	SOUD 3092	Wellbeing in the Modern World	20	Core
Semester 2	SOUD 3095	The Psychology of Social Interaction	20	Core

Part-time pathway

Semester	Code	Module Title	Credits	Core or Option
Year 1				
Semester 1	SOUD 3094	Trauma, Victimology and Offending Behaviour	20	Core
Semester 2	SOUD 3092	Wellbeing in the Modern World	20	Core
Semester 2	SOUD 3095	The Psychology of Social Interaction	20	Core
Year 2				
All year	SOUD 3096	Research dissertation	40	Core
Semester 1	SOUD 3093	Tackling Social Inequality	20	Core

3.2 Progression Route(s)

Students who wish to continue their studies could apply to undertake Masters Level studies at a range of Universities.

3.3 Any Exceptions to Plymouth University Regulations

No exception to regulations apply.

3.4 Teaching Methods and Assessments

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
On successful completion graduates should have developed: • Knowledge and understanding of how personal, social and developmental issues can be explained using social science theory. • Knowledge and understanding of real-world evidence, examples and / or empirical research that supports theoretical explanations in social science. • Knowledge and understanding of how social science theory can be applied to create interventions for personal, social and developmental issues. • Knowledge and understanding of real-world evidence, examples and / or empirical research that supports or refutes interventions informed by social science.	A range of teaching and learning methodologies will be employed in order to ensure that all students have the opportunities to achieve to the best of their ability. Taught lectures, problem based learning and practical sessions will be combined to offer a range of techniques to support the development and understanding of students at level 6. Through this mixed delivery method learners will be motivated and enthused, and have the opportunity to put into practice theories and concepts that they are exploring with the intention that they can then apply these to real work situations.
NB: Benchmark References	**Assessment** Key knowledge and understanding is assessed via a combination of reports, presentations, debates, leaflets and workshops.

B: Cognitive and Intellectual Skills	Learning and Teaching Strategy/Method
On successful completion graduates should have developed the ability to: • Critically evaluate social science explanations for personal, social and / or developmental issues. • Critically evaluate real-world evidence, examples and / or empirical research that supports theoretical explanations in social science. • Critically evaluate the extent to which social science theory can be applied to create interventions for personal, social and / or developmental issues. • Critically evaluate real-world evidence, examples and / or empirical research that supports or refutes interventions informed by social science.	The cognitive and intellectual skills identified at level four recognise the importance of identifying and describing key concepts and theories and also developing the confidence to articulate some of these ideas and relate them to the real world through work-based placements. From the outset the value of contemporary concerns is embedded within the programme, so that students are encouraged to acquire knowledge about current issues and developments that influence the policy landscape in which they are likely to find employment. At level six the intellectual skills listed are designed to expand, enhance and strengthen the skills gained in level four and five. A move from description to evaluation and analysis, an expectation that students become more independent in how, for example, they recognise and demonstrate an understanding that concepts are competing, complex and interlinked, is expected. Social research skills are also introduced as a concept at this level, offering the students the opportunity to develop and express their own ideas and to gain confidence and practise in becoming autonomous.
NB: Benchmark References	**Assessment** Cognitive and intellectual skills are assessed via a combination of reports, presentations, debates, leaflets and workshops.

C: Key Transferable Skills On successful completion graduates should have developed the ability to: • Independently research and gather information. • Communicate effectively using oral skills (create relevant, well-informed arguments, demonstrating critical consciousness). • Communicate effectively using written skills (create relevant, well-informed arguments, demonstrating critical consciousness).	The transferrable skills associated with each level of the Programme develop skills in how students communicate, use ICT, work as part of a team, solve problems, reflect and think critically. Again, in terms of securing employment, these skills are vital and students are encouraged from the outset to use these skills. Communication, as an example of how these transferrable skills are developed, begins at level four with an expectation that students begin to use a range of tools to communicate ideas to an audience. Opportunities within classroom sessions will typically involve group discussions, seminars, informal presentations, and written work. At level 6, students are encouraged to consider the different audiences they are likely to communicate with and to consider appropriate models for doing so. On completion of the programme students will be confident in responding, adapting and empathising with a number of different audiences in a number of different contexts, applying and communicating information and ideas to suit the needs and expectations of those groups.
NB: Benchmark References	**Assessment** • Reports, presentations, debates, leaflets and workshops.

D: Employment Related Skills On successful completion graduates should have developed the ability to: • Apply theoretical knowledge to inform practical interventions. • Show awareness of and / or adhere to policies, procedures and ethical frameworks. • Identify and discuss economical, organisational or practical strengths and limitations of research methodologies and / or proposed interventions.	The programme has a strong vocational focus, and the theoretical understanding developed through study will be applies to design and evaluate practical interventions that could be applied in real world settings.
E: Practical Skills On successful completion graduates should have developed the ability to: • Design practical interventions to improve wellbeing and social interaction or reduce inequality, victimology and / or offending behaviour. • Reflect on the practical strengths and limitations of interventions. • Conduct independent research by collecting, analysing and interpreting primary and secondary data.	Professional and practical skills have been addressed and formulated through the learning outcomes to take account of the developmental and supportive nature of this programme. The diversity of the students studying this programme means that some will have a wealth of relevant work experience when they begin, whilst for others, this will be very limited. Because of this, the programme has been deliberately designed to allow all students to progress and build on their experience from level four and five through the creation of learning outcomes that are applicable to all. From the outset, the ethos and value of self-reflection is encouraged. The importance of self-assessment, target setting and the communication of these goals with others is vital in making this programme fit within the needs and expectations of the workplace.
NB: Benchmark References	**Assessment** • Reports, presentations, debates, leaflets and workshops and research.

2.6 Distinctive Features of Degree

The distinctive features of this programme are:

1) It is designed to prepare students for employment opportunities informed by social science theory, research and practice.
2) All modules share a common aim to provide students with an understanding of how they can apply knowledge and interventions in the workplace.

The majority of students studying social science based programmes have an ambition to contribute to the lives of socially disadvantaged people, victims of crime, those rehabilitating from a criminal or addictive background or those struggling with mental health and wellbeing. The BSc (Hons) Social and Therapeutic Interventions programme aims to equip students to do this, by providing a broad knowledge of contemporary and contextual, local, national and international issues impacting on people's lives. There will be an emphasis throughout all of the modules on producing critically conscious graduates who can develop interventions which promote social support, empowerment, wellbeing and autonomy in society.

The BSc (Hons) Social and Therapeutic Interventions is underpinned by social science theory and empirical evidence The content will prepare students for careers within social support services, such as those involving work with socially disadvantaged individuals, victims of crime, offenders, people with mental ill health or addictions, those who are socially isolated and those whose health and wellbeing is affected by life circumstances. On completion of the course, students may seek work within a range of statutory sectors, such as the health system, the criminal justice system and the education system. The course will also prepare them for work within charitably funded organisations and projects that aim to improve conditions and life experiences for their service users.

Students will progress to this programme from a range of subject areas, providing opportunities for collaborative working and peer teaching and learning. This will also contribute to a sense of being part of a wider learning community within the sector of 'Social Science and Counselling' at UCSD. Students will gain a deep understanding of contemporary social issues, wellbeing promotion, trauma experienced by victims and offenders and social conflict within organisational settings. They will be required to design and critique interventions in all of these areas, drawing on underpinning theory, evidence-based practice and the sharing of personal and professional experiences.

Students will also have scope to tailor their learning experiences to their personal interests and future goals. Each module will provide opportunities for students to choose the topic or

context for their assessments and, due to the range of expertise in the staff team, students will also be able to undertake a research dissertation underpinned by sociological, psychological, criminological, educational or counselling concepts. An additional distinctive feature of the course is that assessments are designed to be authentic, in the sense that they require students to use the same competencies, or combinations of knowledge, skills, and attitudes that they will need to apply in their professional life' (Gulikers, Bastiaens, and Kirschner, 2004, p. 69). Thus, assessments will allow all students to demonstrate their knowledge and understanding in a variety of modes related to their future professions.

3. Module Records

BSc (Hons) Social and Therapeutic Interventions

Modules for Professional Development

Module names	Using the same Learning Outcomes?	Using the same mode of delivery?	Using the same mode of assessment?	Additional Information
Wellbeing in the Modern World*	Yes	Yes	Yes	
Tackling Social Inequality*	Yes	Yes	Yes	
Trauma, Victimology and Offending Behaviour*	Yes	Yes	Yes	
The Psychology of Social Interaction*	Yes	Yes	Yes	

***These modules can be taken as stand-alone CPD modules**
60 Credit Certificate of Professional Development (CPD) Awards
*A combination of any 3 of the 20 credit modules listed in the table above can be grouped together to form a 60 Credit CPD Award.

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3092 **MODULE TITLE:** Wellbeing in the Modern World
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S)** 101307
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students will apply and critically evaluate interventions informed by positive psychology and health psychology, to enhance wellbeing. Students will also be required to explore and critically evaluate modern therapeutic interventions, informed by the fields of counselling and psychology

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical)	50%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Social and Therapeutic Interventions

Professional body minimum pass mark requirement: NA

MODULE AIMS:
- Produce an understanding of approaches designed to enhance wellbeing in the modern world.
- Conduct independent research in order to strengthen knowledge of sociocultural, scientific and / or practical factors associated with wellbeing approaches.
- Produce an understanding of how therapeutic theory and skills are applied in practice.
- Critically evaluate theory, research and practice.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Outline a contemporary approach to interpreting and enhancing wellbeing, with applications in positive psychology and / or health psychology.	8.1.1, 8.1.2, 8.3.1, 8.3.3, 8.4.1,
2. Critically evaluate a contemporary approach to interpreting and enhancing wellbeing.	8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3
3. Explain and / or demonstrate principles of a modern therapeutic intervention, informed by the fields of psychology and / or counselling.	8.1.3, 8.1.4, 8.3.1, 8.3.2, 8.4.1, 8.5.1
4. Critically evaluate a modern therapeutic intervention.	8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.4.2, 8.4.3, 8.5.2

DATE OF APPROVAL:07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 09/2022	**SCHOOL/PARTNER: University Centre South Devon**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022-2023 **NATIONAL COST CENTRE: 135**
MODULE LEADER: Jodie Rossiter **OTHER MODULE STAFF:** Hannah Davies

Summary of Module Content

The first half of this module will prepare students to produce a promotional leaflet on a contemporary approach to interpreting and enhancing wellbeing, with applications in positive psychology and / or health psychology. Once students have produced their promotional material, they will then write a critical review of their chosen wellbeing approach, considering theoretical, philosophical and evidence-based factors underpinning cross-cultural, historical and contemporary wellbeing practice.

For the first assessment, students can choose to research any contemporary method used to enhance wellbeing, but their approach must be agreed with the module leader before they begin preparing for assessment. They could also use one of the examples from the module content, which will include:

- Nutrition and fitness
- Organised, comfortable or cosy living spaces (hygge)
- Engaging with nature (blue and green spaces)
- Using spiritual rituals, psychedelics or meditation to enter transcendental states

The second half of the module will prepare students to deliver a workshop on a chosen therapeutic intervention, informed by the fields of psychology or counselling. This could be carried out in the style of a presentation, a small group activity, or a therapeutic demonstration (for those with relevant experience). Students should take the role of a trainer-facilitator for this assessment and should communicate their understanding of a specific therapeutic approach, as well as evidencing their ability to critically evaluate, by communicating the potential application, appropriateness, effectiveness, ethical implications and limitations of the approach. Evaluative commentary could be practically demonstrated, verbally disseminated or discussed within the workshop.

For the second assessment students can choose to research any modern therapeutic approach, provided that their choice is agreed with the module leader before they begin preparing for assessment. They can also focus on one of the examples from the module content, which will include:

- Humanistic therapies
- Third wave CBT
- Systemic therapy
- Creative arts-based therapies

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	13	1 hour per week for 13 weeks

Seminar	13	1 hour per week for 13 weeks
Class based group activities and research tasks	13	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (LO1& LO2)	Promotional leaflet and critique	100%
Practical (LO3 & LO4)	Therapeutic workshop.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (LO1& LO2)	Promotional leaflet and critique	100%
Coursework (in lieu of the original assessment) (LO3 & LO4)	Therapeutic workshop session plan and explanation	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3093 **MODULE TITLE:** Tackling Social Inequality
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S)** 101307**:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will examine micro and macro factors that impact upon social inequality and will critically consider whether issues, which have been historically viewed in Western democratic societies as 'private troubles', should actually be regarded as public issues. Students will also consider how global citizenship could be applied to alleviate social issues.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical)	50%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Social & Therapeutic Interventions

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop knowledge and understanding of global issues
- Identify a range of micro and macro explanations for social issues
- Introduce the concept of global citizenship and its applications
- Develop critically conscious students

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

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Explain a micro or macro perspective of a social issue.	8.1.1, 8.1.2, 8.3.1, 8.3.2
2. Debate your original micro or macro perspective with an opposing view of the social issue.	8.2.1, 8.2.2, 8.3.1, 8.3.2
3. Explain how global citizenship can alleviate a social issue.	8.1.3, 8.1.4, 8.3.1, 8.3.3, 8.4.1, 8.5.1
4. Critically analyse the concept that global citizenship can alleviate a social issue.	8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.2

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE:**
DATE OF IMPLEMENTATION: 09/2022	**SCHOOL/PARTNER: University Centre South Devon**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022-2023 **NATIONAL COST CENTRE: 135**
MODULE LEADER: Katrina Perkins **OTHER MODULE STAFF:** Dr Marie Metenier

Summary of Module Content

The first half of this module will prepare students for a debate assessment, in which they will be expected to put forward both micro and macro explanations for social issues such as war, terrorism, crime, immigration, climate change or inequalities within social racial, gender, class. This could involve a debate between micro-macro or agency-structure e.g. discussing whether an issue is a result of personal or structural factors. Depending on the social issue in question, students may also include some discussion about the impact of economics, religion, education or the concept of the family, applying the sociological imagination to critically consider the extent to which individuals should take ownership their contribution towards social inequalities and the extent to which the state should step in.

The second half of the module will prepare students for a report assessment where they will explain and critically discuss how global citizenship can be used to alleviate social issues, such as war, terrorism, crime, immigration, climate change or inequalities within social racial, gender, class. Concepts such as social responsibility, global competence and civic engagement will be discussed and students will be encouraged to consider ethical and moral responsibility and to draw on the example set by revolutionary figures and sustainable development goals. The aim here is to develop critically conscious students who are able to exercise personal responsibility, but also consider other perspectives. This will then inform how students respond to issues they will face in their future careers.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	13	1 hour per week for 13 weeks
Seminar	13	1 hour per week for 13 weeks
Class based group activities and research tasks	13	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Debate (LO1 & LO2)	100%
Coursework	Report (LO3 & LO4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework in lieu of practical	Written discussion (LO1, LO2)	50%
Coursework	Report (LO3, LO4)	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3094 **MODULE TITLE:** Trauma, Victimology and Offending Behaviour
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S)** 101307
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will provide students with the opportunity to develop a critical understanding of the impact of trauma on individuals. Victimology will be explored, along with the relationship between trauma and offending behaviour. Students will explore the physiological, cognitive and emotional consequences of trauma on individuals. They will then examine possible interventions that can be used to support those who have experienced trauma.

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

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Social & Therapeutic Interventions

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Apply criminological/psychological theory to understand the behaviour of victims and offenders
- Examine the physiological and cognitive impact of trauma on victims and offenders
- Explore therapeutic, criminological and psychological interventions
- Analyse the effectiveness and appropriateness of interventions when working with victims and offenders

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Apply criminological and/or psychological theory and research to explain possible responses to trauma.	8.1.1, 8.1.2, 8.3.1, 8.3.3
2. Analyse the impact of trauma on offenders and/or victims of crime.	8.2.1, 8.2.2, 8.3.1, 8.3.3
3. Examine interventions that can be used to alleviate the impact of trauma for offenders and/or victims of crime.	8.1.3, 8.1.4, 8.3.1, 8.3.3, 8.4.1, 8.5.1
4. Critically evaluate interventions used to alleviate the impact of trauma for offenders and/or victims of crime.	8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.2

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE:**
DATE OF IMPLEMENTATION: 09/2022	**SCHOOL/PARTNER: University Centre South Devon**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1**

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022-2023 **NATIONAL COST CENTRE: 135**
MODULE LEADER: Hannah Davies **OTHER MODULE STAFF: Jodie Rossiter**

Summary of Module Content

Students will gain a detailed and critical understanding of the impact of trauma from a criminological, psychological and therapeutic perspective. In the first half of the module, students will examine theories of victimology and the physiological, cognitive and emotional impact of trauma upon individuals. Both victims and offenders will be examined, with a consideration of the victim/offender crossover. When looking at victims of crime, students will examine the impact and consequences of crimes such as stalking, violent and sexual offences on victims. When looking at offenders, students will examine the relationship between trauma and offending. There will be a particular focus on developmental trauma.

In the second half of the module, students will begin to look at how we can work with victims and offenders in a therapeutic way. Different interventions will be examined and applied to either victims or offenders. When looking at working with both offenders and victims of crime, there will be a focus on which interventions are most appropriate and effective in changing behaviour and improving wellbeing. A range of criminological, psychological and therapeutic interventions will be reviewed and analysed.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	13	1 hour per week for 13 weeks
Seminar	13	1 hour per week for 13 weeks
Class based group activities and research tasks	13	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Case Analysis Presentation (LO1 & LO2)	100%
Coursework	Intervention Report (LO3&LO4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework in lieu of practical	Case Analysis Report (LO1 & LO2)	50%
Coursework	Intervention Report (LO3&LO4)	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3095 **MODULE TITLE:** The Psychology of Social Interaction
CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S)** 101307
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will provide students opportunity to develop a critical understanding of intra and inter group interaction, and social identity from a psychological perspective. Students will explore debates informed by both classic theory and contemporary research, and understand how these are applied to real world situations and challenges at micro and macro levels.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical**)**	

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Social & Therapeutic Interventions

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Critically examine factors that contribute to the development and breakdown of social interaction and group identity.
- Apply psychological theory and research to explain social interaction and group identity.
- Apply psychological theory and research to improve social interaction.
- Critically evaluate the application of social psychology theory and research.

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

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Apply psychological theory and research to explain the breakdown of social interaction and / or group identity.	8.1.1, 8.1.2, 8.3.1, 8.3.3
2. Critically evaluate the application of social psychology as an explanation for the breakdown of social interaction and / or group identity.	8.2.1, 8.2.2, 8.3.1, 8.3.3, 8.4.3, 8.5.2
3. Apply psychological theory and research to explain how social interaction and / or group identity could be improved in an educational or social setting.	8.1.3, 8.1.4, 8.3.1, 8.3.3, 8.4.1, 8.5.1. 8.5.3
4. Critically evaluate the application of social psychology for improving social interaction and / or group identity in an educational or social setting.	8.2.3, 8.2.4, 8.3.1, 8.3.3, 8.4.2, 8.4.3, 8.5.2

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE:**
DATE OF IMPLEMENTATION: 09/2022	**SCHOOL/PARTNER: University Centre South Devon**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022-2023 **NATIONAL COST CENTRE: 135**
MODULE LEADER: Samantha Smith **OTHER MODULE STAFF:** Dr Marie Metenier

Summary of Module Content

Emphasis within this module is placed on critical discussion of social psychological theory and research pertaining to social interaction and group identity. Students will engage with topics such as attribution theory; attitude and behaviour; social influence and social change; group processes; intergroup relations; prejudice; and pro-social behaviour. Key debates will focus on the application of theory and research to foster human functioning and sustainable attitudes within and between groups within both local and global contexts.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	13	1 hour per week for 13 weeks
Seminar	13	1 hour per week for 13 weeks
Class based group activities and research tasks	13	1 hour per week for 13 weeks
Formative (draft) assessment review and / or one to one tutorials)	6	3 hour window for each assessment task (only 25% or 500 words of each assessment reviewed formatively)
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Letter and incident report (LO1, LO2)	50%
	Intervention strategy and evaluation (LO3, LO4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (LO1,LO2, LO3, LO4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3096 **MODULE TITLE:** Research Dissertation
CREDITS: 40 **FHEQ LEVEL:** 6 **HECOS CODE(S)** 101307
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students pursue an in-depth and critical investigation into their chosen line of inquiry. Students will gain first-hand experience of carrying out a piece of research and demonstrate a reflective understanding of the research process. Students will experience and solve a range of practical, methodological, conceptual and ethical problems, with ongoing support from their supervisor.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Social & Therapeutic Interventions

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to:

- Provide students with the opportunity to undertake and report on an in-depth investigation. Students will complete a critical review of the literature pertinent to their chosen topic; formulate a research question to investigate, design and implement an ethical study; analyse and interpret data; draw conclusions and disseminate their findings.
- Enable students to develop their confidence and skills through lectures and workshops pertinent to key aspects of research. Students will also be supported and supervised by an academic member of staff whose personal research focus aligns with the student's topic or methodology. Students have opportunity to demonstrate their independent skills in academic writing, critical analysis and evaluation, project management, research design, data collection and interpretation, ethical awareness, and dissemination of findings.

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

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Following a chosen line of enquiry, propose a critical investigation, and demonstrate an awareness of ethical research practice.	8.3.3, 8.4.2
2. Critically review literature pertaining to a topic of interest and apply new knowledge to formulate a clear research title / question.	8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.3
3. Outline a clear methodology for research, collect data and display results appropriately.	8.3.3, 8.5.3
4. Critically discuss and draw conclusions from research findings, design and process.	8.2.1, 8.2.2, 8.4.3, 8.5.2

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE:**
DATE OF IMPLEMENTATION: 09/2022	**SCHOOL/PARTNER: University Centre South Devon**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & 2**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2022-2023 **NATIONAL COST CENTRE: 135**
MODULE LEADER: Sam Smith **OTHER MODULE STAFF: Anna Neale**

Summary of Module Content

The dissertation aims to provide students with the opportunity to undertake and report on an in-depth investigation. Students will complete a critical review of the literature pertinent to their chosen topic; formulate a research question to investigate, design and implement an ethical study; analyse and interpret data; draw conclusions and disseminate their findings.

In this independent and individual project, students will develop their confidence and skills through lectures and workshops pertinent to key aspects of research. Students will also be supported and supervised by an academic member of staff whose personal research focus aligns with the student's topic or methodology. Students have the opportunity to demonstrate their independent skills in academic writing, ethical research design, project management, data collection, interpretation and critical analysis.

SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	15	1 hour per week for 15 weeks
Practical classes and workshops	15	1 hour per week for 15 weeks
Project supervision and formative (draft) assessment review	15	Arranged between student and supervisor (only 25% of final report will be reviewed formatively)
Guided independent study	355	Interactive learning activities, guided reading and facilitated forum discussion
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Research proposal and ethics form - 750 words (LO1)	10%
	Dissertation report – 7,250 (LO2, LO3 and LO4)	90% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research proposal, ethics form & Dissertation report (LO1, LO2, LO3 and LO4)	100% Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date: