PROGRAMME QUALITY HANDBOOK 2023/24

BSc Community and Public Service Management (Healthcare)

Welcome and Introduction to BSc Community and Public Service Management (Healthcare)

Welcome to BSc Community and Public Service Management (Healthcare) delivered at City College Plymouth.

The course is designed to enable students to develop their critical knowledge and understandings of; contemporary theory and practice regarding public healthcare policy; the historical backdrop to the development of health service provision; the policy and institutional environment within which health services are framed and contemporary issues and problems in community and public service healthcare management. We have identified key aims that act as a thread with which to bind the programme together. These aims are as follows:

1. To promote and encourage autonomous learners who are able and willing to take responsibility for their actions and who feel comfortable in complex and changing settings.
2. To develop learners who have a factual and conceptual knowledge of both healthcare as a whole, (in terms of theory, practice, policy and politics) as a specific, but not separate part of community and public service provision.
3. To promote a social and behavioral understanding of healthcare issues within complex delivery models.
4. To facilitate learners to be able to take complex theories, practices and policies and apply a range of appropriate cognitive skills including research, problem solving, critical analysis and evaluation.
5. To enable learners to operate effectively as part of a team but also demonstrating and practicing ethically informed work that maximizes performance within and across a variety of contexts, to enable them to work effectively within the community and healthcare workplace.
6. To develop reflexive and self-evaluating learners, who are effective in terms of their interpersonal and communication skills.

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

This Programme Quality handbook contains important information including:
- The approved programme specification
- Module records
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Programme Specification

Award title   BSc (Hons) Community and Public Service Management (Healthcare)

UCAS code	L491
JACS code	L231 (Public Administration) L431 (Welfare Policy)
Awarding Institution:	University of Plymouth
Teaching institution(s):	City College Plymouth
Accrediting body(ies):	N/A

Distinctive Features of the Programme and the Student Experience

This programme has been specifically designed to focus on community and healthcare management, to ensure that students interested in a career in the helping professions, who want to make a difference in society, are equipped with the knowledge and skills needed to be successful in this ever-evolving sector.   These developments include the expansion of opportunities in the voluntary and private sector, and so while on the programme students will interact with a range of organisations to develop their academic understanding of social and behavioral aspects of healthcare and build on their practical abilities.

Employability is a distinctive feature of this programme with the inclusion of optional modules and pathways to suit a more varied and internationalized student body. All the modules use a range of sector specific teaching, learning and assessment practices, which are relevant to prospective employers across the public, commercial, voluntary, and charitable healthcare sectors.

The importance of the student experience is paramount in the delivery of this programme and this is supported by the close links and proximity to Plymouth University main campus. This enables student to engage with all the extra-curricular opportunities that are part of a modern degree and to develop that all important network of peers both within their subject specialism and in the wider 'Plymouth University family'.

The programme has been designed and is delivered by public sector and healthcare experienced academics with excellent sector links, to ensure that graduates fully understand the complexity of the helping professions and have developed the appropriate skills and knowledge for a career across the public, commercial, voluntary, and charitable sectors or one of the multi-agency bodies associated with them.

Student feedback for the FdA Pubic Services and FdSc Health and Social Care at both programme and module level has been consistently very good, if not exemplary. This means that students who join us from one of Plymouth University's partner institutes can be assured of a robust set of teaching and learning experience.

A strong and consistent record of generating high quality teaching and learning activity, as indicated by External Examiner's reports.

Delivery that is designed to enable our students to combine full-time academic study with part-time employment, or voluntary work.

Delivery that is designed to support students transferring from Plymouth University partner institutions. With significant experience in supporting student in their transition to the top-up at Plymouth University, we are fully aware of the issues students face when transferring to a new institution.

Relevant QAA Subject Benchmark Group(s)

Social Policy available at:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-social-policy-16.pdf?sfvrsn=4895f781_10

QAA Framework for Higher Education Qualification available at:

https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

Full Time – 1 Year

Stage 1			
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**
CITY3008	Community and Public Services Delivery and Evaluation – Sem 1	20	Core
CITY3009	Ethical Decision Making – Sem 2	20	Core
CITY3012	Understanding Addiction and Compulsive Behaviour – Sem 1	20	Core
CITY3017	Community and Healthcare Research Project - AY	40	Core
CITY3010	Management and Leadership for Change in Community and Public Services – Sem 2	20	Opt
CITY3013	Understanding Mental Health and Mental Illness –Sem 2	20	Opt

Part Time – 2 Year

Stage 1			
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**
CITY3009	Ethical Decision Making – Sem 2	20	Core
CITY3012	Understanding Addiction and Compulsive Behaviour – Sem 1	20	Core
CITY3010	Management and Leadership for Change in Community and Public Services – Sem 2	20	Opt
CITY3013	Understanding Mental Health and Mental Illness –Sem 2	20	Opt
Stage 2			
CITY3008	Community and Public Services Delivery and Evaluation – Sem 1	20	Core
CITY3017	Community and Healthcare Research Project - AY	40	Core

4.   Programme Intended Learning Outcomes

6.1.   Knowledge and understanding

On successful completion graduates will have developed:
1. A systematic understanding of the historical, philosophical and contemporary knowledge base around community and public healthcare services and the inter-relationship with other fields of study. They should also have developed an in-depth understanding of social and behavioral approached to healthcare.
2. The ability to identify complex problems in the field of community and public healthcare services delivery with flexibility and confidence. They should be able to identify, select, and use investigative strategies and techniques to undertake critical analyses of issues in community and public healthcare services, and evaluate the outcomes.
3. The capability to plan, undertake and communicate research in a variety of community and public healthcare service provision scenarios.

6.2.   Cognitive and intellectual skills

On successful completion graduates will have developed the ability:

1. To sustain intellectual argument and debate drawing on historical, philosophical and contemporary perspectives around community and public healthcare service provision.
2. To take complex theories, practices and policies and apply a range of appropriate cognitive skills including research, problem solving, critical analysis and evaluation.

6.3.   Key and transferable skills

On successful completion graduates should have developed the ability:

1. To work effectively within a team, support or be proactive in leadership, negotiate in a professional context, and manage conflict. They should be able to seek to resolve conflict proactively.
2. To effectively use appropriate means of communication including new technologies.

6.4.   Employment related skills

On successful completion graduates should have developed:

1. An awareness of personal responsibility and professional codes of conduct, and be able to incorporate this into their practice.

6.5.   Practical skills

On successful completion graduates should have developed:

1. Skills and techniques as autonomous learners who are able and willing to take responsibility for their actions and who feel comfortable in complex and changing settings.
2. The ability to be reflexive, self-evaluating and effective in interpersonal, communication and technology skills.

7. Admissions Criteria, including APCL, APEL and DAS arrangements

The market for the *BSc (Hons) Community and Public Service Management (healthcare) is* comprised of three segments. First are students who have already achieved a Foundation Degree in Health and Social Care at one of the colleges in the Academic Partnerships network. This is an approved progression route for these students and therefore they are automatically eligible to a place on the course. Second are students who have already achieved a Foundation Degree or an HND in Health and Social Care from a college outside of the Academic Partnerships network. Third are students who have already completed levels 4 and 5 of a degree in a related subject and wish to transfer to a public service healthcare related top-up for their final year. Fourth are professionals from the community and healthcare sector with relevant experience.

(APEL) Accreditation of Prior Experiential Learning and (APCL) Accreditation of Prior Credit Learning:

This programme will comply with the standard policy on Advanced Prior Experiential Learning and Advanced Prior Certified Learning as defined in the University of Plymouth Academic Regulations. We would strongly encourage applicants who can demonstrate experience in working within the community and public services but who may not have the required formal qualifications.

The College welcomes applications from international students. Entry will depend upon receiving evidence of the required standard of; English language (ILETs 5.5), ability and copies of all certificates, which can be equated to a United Kingdom qualification. International applicants will be required to comply with UK Immigration legislation and should refer to the UK Visas and Immigration website for the latest guidelines and policies. Further guidance for International applicants is also available through the College Website and the International Admissions Policy.

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: **Key Skills requirement / Higher Level Diploma:** **and/or** **GCSEs required at Grade C or above:**	Level 2 English and Maths or 5 GCSE's – Grade C or above to include English and Maths
Level 3: at least one of the following: **AS/A Levels** **Advanced Level Diploma:** **BTEC National Certificate/Diploma: VDA: AGNVQ, AVCE, AVS:** **Access to HE or Year 0 provision:** **International Baccalaureate:** **Irish / Scottish Highers / Advanced Highers**	Equivalent to 48 UCAS points Equivalent to 48 UCAS points Pass or higher Pass or higher Minimum of Grade E Pass or higher
Work Experience:	N/A
Other HE qualifications / non-standard awards or experiences:	Completion of a Foundation Degree or completion of levels 4 & 5 in degree programmes in Public Services, Health and Social Care or other related field.
APEL / APCL[7] possibilities:	Prior Experiential Learning and Prior Certificated Learning would be considered and accredited in line with Plymouth University regulations.
Interview / Portfolio requirements:	Interviews may be required by the programme

	leader especially for external applicants from less specific level 5 programmes.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	Yes (at students expense)

Module Records

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

MODULE CODE: CITY3008	**MODULE TITLE:** Community and Public Services Delivery and Evaluation

CREDITS: 20	**FHEQ LEVEL:** 6	**JACS CODE:** L231

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

SHORT MODULE DESCRIPTOR:
This modules links the contemporary public sector context (economic efficiency, equity and economic rationalism) to the delivery of public services (direct provision or regulated private/partnership provision) and to the issues of market forces, customer orientation and ethics and accountability, so as to be able to identify, assess and manage client and stakeholder needs and their satisfaction.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*					
E1 (Examination)		**C1 (Coursework)**	75%	**P1 (Practical)**	25%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Critically review the changing public services environment and the impact of recent reforms on public services provision;
- Evaluate appropriate service delivery strategies; how to identify and assess client group needs service and delivery risks and opportunities in single and multi-agency contexts.
- Assess how best to measure service outcomes and identify appropriate actions for improvement in single and multi-agency contexts.
- Consider the impact of regulators values and beliefs on inspection regimes and outcomes.

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

1. Synthesise, analyse, critically evaluate, express and substantiate public services delivery ideas and theories;
2. Analyse reasonably complex problems in uncertain public sector public services delivery contexts;
3. **Interact effectively with others to produce a group oral presentation**
4. **Communicate effectively through oral and written presentations and reports**

DATE OF APPROVAL: 17/03/17	**FACULTY:** AP
DATE OF IMPLEMENTATION: Sept 17	**SCHOOL/PARTNER:** CCP
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semester 1

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors
  http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133

MODULE LEADER: Iain Grafton	OTHER MODULE STAFF:

Summary of Module Content

Students will investigate economic efficiency, equity and economic rationalism within a public sector context. They will consider the range of delivery of public services through; direct provision or regulated private/partnership provision and non-government organisations (NGOs). They will study the ethics and accountability as well as customer orientation of delivery across these organisations. Students will assess the impact of: market forces (e.g. demand, supply, competition/monopoly & Brexit): marketing in the non-profit environment: market segmentation and customer targeting as well as how these services act to create a client service environment: identifying assessing and managing client needs. They will also develop a critical understanding of strategic and operational planning: stakeholder assessment and management; goal setting; setting priorities; project planning; and quality management e.g. Schools inspection (Ofsted), Police and Fire service inspection (HMICFRS), The Quality Care Commission (CQC); and go on to evaluate service provision using methods such as: economy, cost-efficiency and cost-effectiveness as well as the socio-economic and environmental impact and customer satisfaction and Best Value.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	15	Delivery of the module's substantive concerns
Seminars	28	Activities and discussions (blend of in-person and on-line) of substantive module content to develop understanding and application of learning.
Tutorials	7	Guidance for self-directed study, opportunity to discuss formative and summative assessments with tutors and gain feed forward feedback
Self-directed study	150	Time for student self-study, to include reading, researching information for assignments and preparing for formative and summative assessment
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	Element	Component Name	Component weighting	Comments *Include links to learning objectives*
Course-work	C1	Essay	100%	LO1, LO2 3000 words(+/- 10%)

Practical	P1	Professional Discussion	100%	LO3, LO4 Group discussion to be recorded (sound and vision)

Updated by: I. Grafton Date: June 2023	**Approved by**: N. McCusker Date: July 2023

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

MODULE CODE: CITY3009	**MODULE TITLE:** Ethical Decision Making

CREDITS: 20	**FHEQ LEVEL:** 6	**JACS CODE:** L231

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

SHORT MODULE DESCRIPTOR:
This module introduces students to the notion of ethical decision making and provides an analysis of how those principles are applied to a variety of decision making contexts. It will look at the theoretical basis of ethical decisions and consider their application in modern government, community and public service settings.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

E1 (Examination)		**C1 (Coursework)**	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The module aims to examine the concept of ethical decision making in the context of government, community and public services. To introduce the theoretical framework underpinning the notion of ethical decision making and develop student's ability to apply and evaluate the application of ethics in specific contexts. Students will scrutinise a range of circumstances in which ethics and ethical decisions play a part to better understand the challenges facing government, community and public services in the commissioning, planning and delivery of services.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Demonstrate a critical understanding of the underlying theoretical principles of ethical decision making.
2. Analyse specific decision making processes and identify ethical dilemmas and solutions single and/or multi-agency contexts.
3. Critically analyse in relation to specific decision making processes and identify ethical dilemmas and solutions in single and/or multi-agency contexts.
4. Evaluate specific decision making processes and identify ethical dilemmas and solutions in single and/or multi-agency contexts.

5. Use resources and digital literacy to identify and present information in an appropriate way.

DATE OF APPROVAL: 17/03/17	**FACULTY:** Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2017	**SCHOOL/PARTNER:** CCP
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semester 2

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors
  http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133

MODULE LEADER: Demelza Thackeray	OTHER MODULE STAFF:

Summary of Module Content

Students will consider what ethics are including: personal ethics, professional ethics, global ethics. They will develop an understanding of the difference between the law and ethics and religion and ethics.

They will investigate sources of ethical standards including: utilitarian approach, rights approach, justice approach, common good approach and a virtue approach.

They will analyse specific examples and case studies drawn from; educational , health care, criminal justice, government and global ethics.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	15	Delivery of substantive module concerns
Seminars	28	Activities and discussions (blend of in-person and on-line) of substantive module content to develop understanding and application of learning.
Tutorials	7	Guidance for self-directed study, opportunity to discuss formative and summative assessments with tutors and gain feed forward feedback
Independent learning	150	Time for student self-study, to include reading, researching information for assignments and preparing for formative and summative assessment
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* Include links to learning objectives
Course-work	C1	Intranet page Essay	45% 55% 100%	LO1, LO2 LO5 LO3, LO4, LO5 – 3000 words(+/- 10%)

Updated by: Demelza Thackeray Date: July 2023	Approved by: N. McCusker Date: July 2023

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

MODULE CODE: CITY3010	MODULE TITLE: Management and Leadership for Change in Community and Public Services

CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: L231

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

SHORT MODULE DESCRIPTOR:
The public sector and associated organisations are in a process of continual change. You will explore core theories relating to leadership and organisational change in the public sector, as well as some of the most up to date research and work in the field. There will be an emphasis on development and sustainability, which is now a prominent concept, as both public and private organisations compete for increasingly limited resources.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

E1 (Examination)		C1 (Coursework)	75%	P1 (Practical)	25%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
- Identify and integrate the constituent elements of an organisation in a public sector environment.
- Evaluate alternative process of organisational change;
- Develop strategies to facilitate desired organisational change;
- Identify and critically review the determinants of organisational performance; and consider the impact of single and multi-agency contexts;
- Evaluate alternative approaches to the enhancement of organisational performance

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Demonstrate effective communication regarding concepts and theories relevant to leadership, change and performance in public organisations
2. Demonstrate problem solving in relation to leadership, change and performance in public organisations.
3. Synthesise, critically analyse, evaluate, express and substantiate concepts and issues relevant to leadership, change and performance in public organisations

DATE OF APPROVAL: 17/03/17	FACULTY: AP
DATE OF IMPLEMENTATION: Sept 17	SCHOOL/PARTNER: CCP
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors
  http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

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ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133

MODULE LEADER:	OTHER MODULE STAFF:

Summary of Module Content

Consider the need and development of sustainable Public Services and the range of approaches taken to achieve these aims across all levels; national, regional and local. Identify key ideological approaches to leadership and change as well as managerial approaches to implementing change. Identify internal and external barriers to change and consider how public service and community leadership influences change.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	15	Delivery of the module's substantive concerns
Seminars	28	Activities and discussions (blend of in-person and on-line) of substantive module content to develop understanding and application of learning.
Tutorials	7	Guidance for self-directed study, opportunity to discuss formative and summative assessments with tutors and gain feed forward feedback
Self-directed study	150	Time for student self-study, to include reading, researching information for assignments and preparing for formative and summative assessment
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	Element	Component Name	Component weighting	Comments *Include links to learning objectives*
Course-work	C1	Report	100%	LO3, LO1 3000 words(+/- 10%)
Practical	P1	Briefing	100%	LO1, LO2 (on-site, in-person unless government guidelines at the time of the assessment make this inappropriate, then remote, on-line but still in person via Google Meet or Zoom)

Updated by: D Thackeray **Date:** June 2023	**Approved by**: N. McCusker **Date:** July 2023

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

MODULE CODE: CITY3012	MODULE TITLE: Understanding Addiction and Compulsive Behaviour

CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: L510

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

SHORT MODULE DESCRIPTOR:
This module allows students to explore addiction and compulsive behaviour, enabling professional practice to be applied with an increased understanding and awareness; nurturing a person-centred approach for care and intervention. Module content will include exploring factors impacting on individual well-being and behaviour (children, young people and adults), assessment methods, intervention, services and legislations. Understanding of addiction and compulsive behaviour will be developed from both a professional and services user perspective.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to provide students with an opportunity to extend their understanding of addiction and compulsive behaviour to develop and refine support offered within various provisions and practice. This will include statutory guidance and support methods as well as considering society attitudes and the implications to support or person centred care.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Analyse and substantiate key academic and conceptual theories and the methods used to identify signs and symptoms or diagnosis of addiction and/or compulsive behaviour
2. Critically analyse the impact of lifestyle factors and events in relation to addiction and compulsive behaviour
3. Critically assess current support and practice frameworks to determine levels of effectiveness in providing person-centred care
4. Evaluate current literature and Government strategies in order to consider societal ethos regarding addiction and compulsive behaviour and speculate the implication to recovery or effective support

DATE OF APPROVAL: 17/03/17	FACULTY: Academic Partnerships

DATE OF IMPLEMENTATION: Sept 2017	SCHOOL/PARTNER: CCP
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 1

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors
  http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
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ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133

MODULE LEADER: Jasmin Arey	OTHER MODULE STAFF:

Summary of Module Content
The module will explore the definition and concept of addiction and compulsive behaviour. The various and complex factors will be investigated to identify and develop understanding of their impact on an individual's well-being and behaviour. The degree of impact will be linked to other domains, such as family, employment and physical health. Current support strategies will be examined and the effectiveness of each will be considered along with justification for adaptations or changes. Additionally literature, Government strategies and media will be examined to consider the implications to societal attitudes and ethos regarding addiction and compulsive behaviour and whether this affects the support provided.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	15	Delivery of substantive module concerns
Seminars	28	Activities and discussions (blend of in-person and on-line) of substantive module content to develop understanding and application of learning.
Tutorials	7	Guidance for self-directed study, opportunity to discuss formative and summative assessments with tutors and gain feed forward feedback
Independent learning	150	Time for student self-study, to include reading, researching information for assignments and preparing for formative and summative assessment
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* Include links to learning objectives
Course-work	C1	Case Study	100%	LO1, LO2, LO3, LO4 6000 words(+/- 10%)

Updated by: J Arey Date: June 2023	Approved by: N. McCusker Date: July 2023

MODULE CODE: CITY3013	MODULE TITLE: Understanding Mental Health & Mental Illness

CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: L510

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

SHORT MODULE DESCRIPTOR:
This module provides opportunity to explore the broad spectrum of mental health and associated illnesses enabling students to develop knowledge and understanding of principles and practice. The module will explore the range of factors, legislation, care standards and human rights impacting on life which may imbalance mental health, types, diagnosis and support strategies. Understanding of Mental Health will be developed from both a professional and services user perspective.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

E1 (Examination)		**C1 (Coursework)**	75%	**P1** (Practical)	25%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to provide appropriate theoretical and conceptual knowledge and understanding to students enabling practice and skills development and refinement in order to enhance professionalism and support strategies within this specific area. Mental health and mental illness is a key focus within the sector and providing this opportunity allows practitioners to endeavour to provide person-centred care in both single and multi-agency contexts.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
5. Synthesise, analyse and substantiate historical, theoretical and practical aspects associated with mental health and diagnosed illnesses
6. Evaluate services, strategies and interventions which aim to support individuals who may be experiencing mental health issues.
7. Critically analyse the complex factors which impact on or affect an individual's mental health and the positive or negative effects
8. Demonstrate developed understanding of mental health and mental illness through providing key aspects to consider when enhancing and refining professional practice and support from both a professional and service user perspective.

DATE OF APPROVAL: 17/03/17	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: Sept 2017	SCHOOL/PARTNER: CCP
DATE(S) OF APPROVED CHANGE:	SEMESTER: Semester 2

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors
  http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133

MODULE LEADER: Demelza Thackeray	OTHER MODULE STAFF:

Summary of Module Content

With this aspect becoming a key focus of government policy changes and new strategies, the module will explore historical perspectives of mental health and how professional knowledge has changed. The module aims to provide students (practitioners) with a better understanding of the broad spectrum of mental health, including various mental health illnesses and conditions, allowing support for individuals to become more focused on individual needs and well-being. Refining communication skills and methods will be an element so students enhance their personal skills in order to improve or adapt their professional practice as this aspect affects children, young people and adults alike.

Diagnosis and assessment methods will be investigated and linked to specific types of mental health illnesses; the effectiveness and suitability of such methods then being evaluated. Exploring the premise of different types of illnesses will enable students to enrich their professional skills further to enable flexibility and adaptability when providing person-centred care.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	15	Delivery of substantive module concerns
Seminars	28	Activities and discussions (blend of in-person and on-line) of substantive module content to develop understanding and application of learning.
Tutorials	7	Guidance for self-directed study, opportunity to discuss formative and summative assessments with tutors and gain feed forward feedback
Independent learning	150	Time for student self-study, to include reading, researching information for assignments and preparing for formative and summative assessment
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

Category	Element	Component Name	Component weighting	Comments *Include links to learning objectives*
Course-work	C1	Report	100%	LO1, LO2, LO4 3000 words (+/- 10%)
Practical	P1	Design, organise and deliver an awareness raising event.	100%	LO3 - Event will be in-person either on-campus or in a community setting with a digital legacy. (If government restrictions make this

				inappropriate then the event will be on-line with a digital legacy.)

Updated by: D Thackeray **Date**: July 2023	**Approved by**: N. McCusker **Date**: July 2023

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

MODULE CODE: CITY3017	**MODULE TITLE:** Community and Healthcare Research Project

CREDITS: 40	**FHEQ LEVEL:** 6	**JACS CODE:** L231

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:
This module emphasises the skills required of the student as an autonomous learner, as its setting is geared toward the student taking responsibility for choosing a community or healthcare related topic, be that practice, policy or theory focused and then demonstrating the confidence to plan and undertake an autonomous research project.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

E1 (Examination)		**C1 (Coursework)**	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Public Services

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The module aims to equip the learner with the skills and confidence to plan and undertake an autonomous research project. On the successful completion of the research project the student will have demonstrated a range of research skills including autonomy, an awareness of personal responsibility, effective communication, ethical consideration and some key cognitive skills including problem solving and enquiry and analysis and evaluation.

ASSESSED LEARNING OUTCOMES:
At the end of the module the learner will be expected to be able to:
1. Design and justify the contents of a personal research proposal.
2. Demonstrate an awareness of ethical issues including ethical clearance in relation to conducting research.
3. Analyse, interpret and critically evaluate study data in the context of current literature and contemporary topics.
4. Discuss and appropriately communicate study design, data and outcome connotations to target audiences.
5. Work with a degree of autonomy with minimal supervision to undertake an effective research project in in community and healthcare.

DATE OF APPROVAL: 17/03/17	**FACULTY:** AP
DATE OF IMPLEMENTATION: Sept 17	**SCHOOL/PARTNER:** CCP
DATE(S) OF APPROVED CHANGE:	**SEMESTER:** Semesters 1 & 2

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf
- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors
  http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 133

MODULE LEADER: Demelza Thackeray	OTHER MODULE STAFF: J Arey, K Malloch, I Grafton

Summary of Module Content

Following current best practice, the module will have a small number of introductory lectures in Term 1. These introduce the students to the module and emphasise the core skill sets required to successfully complete the project. During this period, students will be required to hand-in a project proposal in the form of an academic poster with rational, which will be considered by the module leader (who will also be their project supervisor providing support and guidance on all aspects of the project). Once this has been done, the student will be allocated a topic specialist who will provide topic specific support. The module emphasises the skills required of the student as an autonomous learner, be that practice, policy or theory focused and then demonstrating the confidence to plan and undertake an autonomous research project. This activity is guided by the supervision of one of the Community and Healthcare Team, but it will be made clear that the student is responsible for the day-to-day progress of the work. On the successful completion of the research project the student will have demonstrated a range of skills including autonomy, an awareness of personal responsibility, effective communication, ethical consideration and some key cognitive skills including problem solving, enquiry, analysis and evaluation.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	8	Delivery of substantive module concerns
Supervisions	12	Guidance for self-directed study, opportunity to discuss progress and consider next steps with supervisor and topic specialist to gain feed-forward feedback.
Self-directed study	380	Time for student self-study, to include; reading, researching information, collecting data, undertaking primary research, analysing and synthesising findings, preparing for supervisions and submissions.
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments Include links to learning objectives*
Course-work	C1	Research Proposal website and video	20%	LO1, LO2 1500 words (+/- 10%) Academic website with short video explanation
		Final project	80% 100%	LO3, LO4, LO5 Final research report or long essay 8000 - 10000 words