



**UNIVERSITY
CENTRE**
SOUTH DEVON

**IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY**

PROGRAMME QUALITY HANDBOOK 2017-18

BSc (Hons) Healthcare Practice

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1. Welcome and Introduction to BSc (Hons) Healthcare Practice.

Welcome to the BSc (Hons) in Healthcare Practice. Providing help and care for those in need or who are vulnerable offers a unique sense of personal and career fulfilment. The BSc (Hons) Healthcare Practice explores today's topical and priority issues, and is expertly designed to inspire and challenge you. Some modules offer a broad-based background exploring principles and approaches to caring across the health and social care sector. Other modules will enable students to develop an understanding of a wide range of healthcare issues with focus on topic areas such as health promotion, clinical interventions and therapeutic approaches. All draw on the latest research and the experience of practising professionals, to provide you with valuable insight and real-world skills and knowledge.

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

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - o Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
 - o available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

2. Programme Specification

Awarding Institution: Plymouth University
Teaching Institution: South Devon College
Accrediting Body: Not Applicable
Final Award: BSc (Hons) Healthcare Practice
Intermediate Awards: Not Applicable
Programme Title: BSc (Hons) Healthcare Practice

UCAS Code: B901
JACS Code B901
Benchmarks Framework for Higher Education Qualifications (FHEQ), Skills for Health, Sector Skills Council for Health: National Occupational Standards (NOS) and National Workforce Competences (NWC)
 Subject benchmark statement: Health studies

Date of Approval: December 2012

Admissions Criteria:

Qualification(s) Required for Entry to the BSc (Hons)	Comments
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Candidates must have at level 2

At Level 2	
Key Skills requirement/Higher Level Diploma	Literacy and Numeracy
and/or	
GCSEs at Level 5 or above	English and Maths

Plus at least one of the following Level 3 qualifications:

Ensure that entries in the following sections are equitable; use conversion tables to relate one qualification to another

A Levels required: (<i>College to insert AS/A2/UCAS Points Tariff</i>)	AS/A levels in related subject field 48 points minimum
Advanced Level Diploma	Pass Minimum
BTEC National Certificate/Diploma	BTEC National Diploma in a related subject field Merit, Pass, Pass minimum
HNC/D	Award should be in a related subject field Pass or above
VDA: AGNVQ, AVCE, AVS	Award should be in a related subject field Pass or above at Level 3
Access to HE or Year 0 provision	In related subject field

	Level 3
International Baccalaureate	24 Points
Irish/Scottish Highers/Advanced Highers	48 points minimum from Higher Certificates
Work Experience	1 year's previous experience within a health care setting
Other non-standard awards or experiences	NVQ 3 in related subject field
APEL/APCL possibilities	Please refer to Plymouth University Academic Regulations (www.plymouth.ac.uk)
Interview/portfolio requirements	Candidates will be invited for interview and required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. Agreement on individual suitability will be required from employers where they are sponsoring candidates on this programme. All candidates will be required to complete initial literacy and numeracy tests.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required	Yes

For entry into stage 3 of the BSc (Hons) Healthcare Practice, in addition to level 2 requirements, students will be required to have:

Diploma HE / Foundation Degree (120 credits at Level 5)	In Health and/or Health and Social Care or related subject area
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Students will also be required to complete a bridging module at level 5 prior to the commencement of level 6 study if:

- They have had a gap in HE study of more than 5 years
- They are commencing level 6 of the BSc (Hons) Healthcare Practice following transfer from a non-academic but discipline relevant level 5 route.

Students will be required to complete the assessment tasks before commencing study at level 6. Students undertaking the bridging module will be provided with the following documents (on DVD or via email) upon acceptance of their place on the BSc Healthcare Practice programme:

- The module DMR
- The formal assessment brief – comprising:
 - SDC Academic Guidelines for the presentation of Higher Education Academic Work & Assessment front page template
 - Two key papers on the emergence and development of Healthcare Practice as an academic discipline (to support assessment task 1)
 - A published Health paper with the source and abstract removed, and the references unformatted (for use in assessment tasks 2 and 3)

- A copy of the South Devon College Harvard Referencing System Guidelines (to assist with assessment task 3)
- A pdf. of the most recently published conference proceedings for the International Nursing Conference (to use as exemplars in support of assessment task 2)
- A brief guide to statistics as presented for lay delegates at the International Nursing conferences (to support assessment task 4)
- Two PowerPoint presentations summarising experimental design and the principles of statistical analysis (to support assessment task 4)
- A full set of statistics notes (to support assessment task 4)

Tasks will be submitted for the relevant years resit deadline (usually week 3 of August). They will be assessed and feedback given to prospective students prior to their commencement on the programme. Students who do not meet the requirements to pass the assessed elements may still be offered a place on the programme pending further assessment and discussion.

Aims of the Programme:
<p>The programme is intended to:</p> <ol style="list-style-type: none"> 1. Allow students to apply and analyse a comprehensive knowledge base which informs an area of health and social care practice 2. Improve understanding of complex needs 3. Develop a critical understanding of the wider ethical, legal and professional perspectives of health and social care; considering ethical/professional dimensions in complex decision-making 4. Develop understanding and the application of principles of leadership, disseminating current knowledge and skills to others in the practice setting 5. Reflect on practice, learning from experience through questioning and problem solving, and explore new ways of delivering care 6. Synthesise a variety of information and communication technologies to access the evidence-base underpinning care that supports practice 7. Develop an understanding and application of research principles, research design and methods relevant to health and social care practice applying these to the development of appropriate and ethical research

Programme Intended Learning Outcomes:
<p>By the end of this programme the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply comprehensive underpinned knowledge from a range of subjects related to healthcare in order to inform personal professional development. 2. Understand and evaluate of a range of methodologies and approaches to improve professional practice. 3. Demonstrate a critical awareness of current debates and issues related to health service reform and the professional practice both generally and in relation to specialist

areas of practice.

4. Demonstrate an ability to critically evaluate current research and literature within the field of healthcare practice.
5. Reflect critically on the impact of a wide range of influences that inform healthcare practice.
6. Apply critical decision making that takes into account the complexities of professional practice.
7. Develop a range of strategies and techniques to support development of personal practice.
8. Devise, implement and evaluate a practice improvement project in the workplace.
9. Critically reflect on own practice, learning and experience.
10. Demonstrate ability to work both autonomously and collaboratively.
11. Demonstrate effective negotiating skills.
12. Apply transferrable skills of oral and written communication.

2.1.1. Brief Description of the Programme

Healthcare is a vast service sector undergoing rapid and complex change, with new government initiatives giving it a higher profile than ever. Priorities on the healthcare agenda include being more responsive to patient needs, and preventing illness by promoting a healthy lifestyle. The focus in frontline health and social care is on giving service-users more independence, choice and control. These developments mean there is greater demand for well-trained and multi-skilled people across a range of rewarding employment areas.

Providing help and care for those in need or who are vulnerable offers a unique sense of personal and career fulfilment. The BSc (Hons) Health Care Practice explores today's topical and most important issues, and is expertly designed to inspire and challenge you. Some modules offer a broad-based background exploring principles and approaches to caring across the health and social care sector. Other modules offer specific policies and practices or focus on a particular aspect of provision, such as caring for those with mental health problems, palliative care. All draw on the latest research and the experience of practising professionals, to provide you with valuable insight and real-world skills and knowledge.

2.1.2. Programme Structure and Pathways

College: South Devon College

Year: 1

Course Code: DG6HSC1F

Full/Part Time: Full Time and Part Time

Full Time Route

Start date: September 2017

First award date: July 2018

Programme Structure for the BSc (Hons) Healthcare Practice
(Total number of credits required for full award 120 credits at level 6)

Module Title	Module Code	Level	Credits	Full Time Route
Core Modules (All four modules to be completed = 80 credits)				
Practice Based Decision Making	SOUD3000	6	20	All Year
Enhancing the patient experience	SOUD3001	6	20	All Year
Developing leadership potential	SOUD3002	6	20	All Year
Mentorship and assessment	SOUD3003	6	20	All Year
Option Modules (One/two modules to be selected = 40 credits)				
Advanced Knowledge and Skills for Practice	SOUD3004	6	40	All Year
Exploring practice	SOUD3005	6	40	All Year
Health Promotion	SOUD3006	6	40	All Year
Clinical Therapeutics	SOUD3007	6	20	All Year
Tissue Viability	SOUD3008	6	20	All Year

Part Time Route

Start date: September 2017

First award date: July 2018

Programme Structure for the BSc (Hons) Healthcare Practice

(Total number of credits required for full award 120 credits at level 6)

Module Title	Module Code	Level	Credits	Full Time Route
Core Modules (All four modules to be completed = 80 credits)				
Practice Based Decision Making	SOUD3000	6	20	Year 1 All Year
Enhancing the patient experience	SOUD3001	6	20	Year 1 All Year
Developing leadership potential	SOUD3002	6	20	Year 2 All Year
Mentorship and assessment	SOUD3003	6	20	Year 1 All Year
Option Modules (One/two modules to be selected = 40 credits)				
Advanced Knowledge and Skills for Practice	SOUD3004	6	40	Year 2 All Year
Exploring practice	SOUD3005	6	40	Year 2 All Year
Health Promotion	SOUD3006	6	40	Year 2 All Year

Clinical Therapeutics	SOUD3007	6	20	Year 2 All Year
Tissue Viability	SOUD3008	6	20	Year 2 All Year

2.1.3. Progression Route(s)

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

2.1.4. Any Exceptions to Plymouth University Regulations

No exception to regulations apply.

2.1.5. Teaching Methods and Assessments

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • Comprehensive knowledge in a range of subjects related to the continuing professional development of the role of the healthcare practitioner. • Understand and evaluate of a range of methodologies and approaches to improve professional practice. • A critical awareness of current debates and issues related to health service reform and the professional practice both generally and in relation to specialist areas of practice. 	<p>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 learners 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.</p>
<p>NB: Benchmark References</p>	<p>Assessment</p> <p>Key knowledge and understanding is assessed via a combination of multiple choice tests, classroom tests under exam conditions, essays, presentations and seminar performances.</p>

B: Cognitive and Intellectual Skills	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p>	<p>The cognitive and intellectual skills identified at level four recognise the importance of identifying and describing key concepts and</p>

<ul style="list-style-type: none"> • Demonstrate an ability to critically evaluate current research and literature within the field of health care practice. • Reflect critically on the impact of a wide range of influences that inform health care practice. • Apply critical decision making that takes into account the complexities of professional practice. 	<p>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 five the intellectual skills listed are designed to expand, enhance and strengthen the skills gained in level four. 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.</p>
<p>NB: Benchmark References</p>	<p>Assessment</p> <p>Assessed discussions Essays/projects/dissertations Examinations/tests Coursework/groupwork on practical application questions</p>

<p>C: Key Transferable Skills</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Develop a range of strategies and techniques for practice improvement relevant to their own work setting. • Devise, implement and evaluate a practice improvement project in the workplace. 	<p>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.</p>
<p>NB: Benchmark References</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Coursework of all types • Examination preparation and completion • Assessed discussions • Group work assessments

<p>D: Employment Related Skills</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • Critically reflect on own practice, learning and experience. • Demonstrate ability to work both individually and collaboratively. • Demonstrate negotiating skills. • Apply transferrable skills of oral and written communication to a professional audience. 	<p>The programme has a strong vocational focus, and the theoretical understanding developed through study will be rooted into practise. Students will carry out a minimum of one day per week in an appropriate work setting; this may be as paid employment or, more usually, on a voluntary basis. Assessment is linked to practice and students will be expected to use their placements as a basis for research, practical experience, skill development, and the application of theory to a real context.</p>
<p>E: Practical Skills</p> <p>By the end of the programme the student will be able to:</p> <p>Effectively use the range of learning resources, including ICT, across a range of contexts.</p>	<p>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 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.</p>
<p>NB: Benchmark References</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Project work • Competence in a range of business-related communication techniques

<p>2.1.6. Distinctive Features of Degree</p>
<p>This level 6 programme will enable students to continue working whilst studying to gain further relevant knowledge and experience within the Health and Social Care sector. Students are able to contextualise their learning within a range of practical and</p>

occupational settings including hospital inpatient environments, clinics, urgent care, community settings, healthcare administration and sales. Equally, this programme is able to provide a theoretical grounding for Masters level study. At the college we offer a unique supportive environment in which to study and learn. The tutorial support that is offered enables students to feel supported in their studies and also in their choices for the future. We offer the opportunity to attend the annual RCN conference where students can present their research and/or attend lectures and presentations. We will provide support for students who are not currently in practice to find opportunities to gain expertise within the health sector which will be identified at interview.

Employer informed curriculum and contribution to the development and delivery of the programme. The employer panel members ensure that students will experience a programme that is firmly rooted in good practice, responsive, dynamic and flexible. This group was instrumental in helping to develop the content of the modules and has informed the planning for practice experiences.

To supplement their time in college, students are expected to engage with electronic means of communication, sharing ideas and both receiving and offering support at other points during the week. The VLE has proved to be a valuable means of extending learning and providing a forum for students and staff to reflect on college sessions collectively. Some college sessions are designed to be accessed online, thus providing a more flexible mode of delivery.

Reflective practitioner skills will be developed from the outset. Students will keep a journal of significant events, and will be taught to reflect and evaluate their learning and professional skill development both at college and in practice.

The programme will use a range of teaching, learning and assessment methods that are innovative and flexible, utilising critical pedagogies and creative assessment modes suitable for the 21st century. Self and peer assessment and formative feedback will be integral to the assessment process, as student involvement and ownership of academic development is seen as an essential part of the student undergraduate experience.

2.1.7. Learning Outcomes Maps for BSc (Hons) Health Care Practice Health at HE Level 6

Learning Outcomes Map	Level 6		
Graduate Attributes and Skills			
Core Programme Intended Learning Outcomes	Programme Aim	Programme Learning Outcome	Related Core Modules
<p>1. Knowledge/ Understanding Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular:</p> <ul style="list-style-type: none"> • the multidisciplinary nature of health studies • the contemporary issues at the forefront of the subject • the role of individual differences in affecting health status • the diversity of values associated with health and well-being 	<p><i>refer to relevant numbered Aims</i> A1, A3, A4</p>	<p><i>refer to relevant numbered Los</i> LO1, LO2, LO3, LO4, LO5, LO9, LO12</p>	<p><i>refer to relevant core modules</i> SOUD3000, SOUD3001, SOUD3002, SOUD3003, SOUD3004, SOUD3005, SOUD3006, SOUD3007, SOUD3008</p>
<p>2. Cognitive / Intellectual Skills (generic) Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to:</p> <ul style="list-style-type: none"> • a reflexive and critical evaluation of factors affecting health and its representations 	<p>A4, A6, A7</p>	<p>LO4, LO5, LO6, LO8, LO9, LO10, LO11, LO12</p>	<p>SOUD3000, SOUD3001, SOUD3002, SOUD3003, SOUD3005, SOUD3006</p>

<p>2. Key / Transferable Skills (generic)</p> <p>Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:</p> <ul style="list-style-type: none"> • communicate with others in a clear and articulate manner, both verbally and in writing • present ideas and arguments in a well-structured and coherent manner in a variety of formats, work with others in groups, taking responsibility for an agreed area of a shared activity • gather and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems • reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development planning 	<p><i>refer to relevant numbered Aims</i> A2, A4, A6</p>	<p><i>refer to relevant numbered Los</i> LO1, LO2, LO6, LO8, LO9, LO11, LO12</p>	<p><i>refer to relevant core modules</i> SOUD3000, SOUD3001, SOUD3002, SOUD3003, SOUD3005, SOUD3006</p>
<p>3. Employment-related skills</p> <p>Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment, as well as developing the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to:</p> <ul style="list-style-type: none"> • make judgements and use a range of approaches in problem solving • social policy approaches and potential influence upon health and well-being • the theoretical and professional rationales concerning health interventions • comparisons within and between healthcare systems and modes of delivery 	<p>A1, A2, A3, A4, A5</p>	<p>LO1, LO4, LO5, LO6, LO7, LO8, LO9, LO10, LO11, LO12</p>	<p>SOUD3000, SOUD3001, SOUD3002, SOUD3003, SOUD3004, SOUD3005, SOUD3006, SOUD3007, SOUD3008</p>
<p>4. Practical Skills (subject specific)</p> <p>Not guaranteed on the programme – not all graduates will achieve this due to the nature of the option modules.</p>	<p>A1, A2, A4, A5, A6</p>	<p>LO1, LO2, LO3, LO5, LO7, LO8, LO9</p>	<p>SOUD3005, SOUD3004</p>

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3000	MODULE TITLE: Practice Based Decision Making
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: I590
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR:

This module will enable you to develop and enhance the intellectual and practice skills needed to underpin your practice as an autonomous healthcare professional, ensuring that your value based decision making skills are fit for practice and purpose. Assessing the potential in making the best decision based on factors such as time, resources and funding.

ELEMENTS OF ASSESSMENT

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Healthcare Practice
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Professional body minimum pass mark requirement: Not Applicable
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MODULE AIMS: To examine the importance of evidence and practice based decision making in the context of healthcare practice with regard to practice provision.
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ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none">1. Analyse the importance of practice that accords with legal, ethical, moral and professional frameworks, and respect culture and diversity2. Critically analyse research and other sources of evidence in their critiques of care, delivery and evaluation in the decision making process3. Manage and take the initiative for planning to meet their own development needs

DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Mark Hardwick	OTHER MODULE STAFF: Claire Blackham and Kate Wells-McCulloch
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Summary of Module Content

This module explores theories of evidence based and practice based decision making in healthcare practice. It will support the student to examine issues which are contentious within the healthcare environment and provide a rationale for the actions taken in practice. The module examines reflective practice and the way that research can be used to inform the values and beliefs that individuals hold about a particular situation.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	45	
Guided Distance learning activities	55	Online lectures, directed learning activities and forum discussions
Guided independent study	100	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Literature Review Seminar Paper	20% 80% 100%	LO1, LO3 (1000 words) LO2 (30 minutes)

Updated by: Claire Blackham	Date: 28/09/2016	Approved by: Maria Woodger	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3001	MODULE TITLE: Enhancing the Patient Experience
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: 1590
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR:

This module is based on the values of person-focused care and public/patient engagement. Through the study of personal, professional and policy dimensions of healthcare, the module will explore contemporary practice and inform the development of the student in their field. It will develop an understanding of the impact that students can have on delivery of best practice outcomes.

ELEMENTS OF ASSESSMENT

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Healthcare Practice

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To develop an understanding of the delivery of evidence-based practice that is person-centred and takes account of both policy and practice considerations.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Demonstrate a critical understanding of the concept of the patient experience and narrative
2. Critically analyse the contribution of policy to the patient experience and patient journey
3. Critically evaluate the relationship between healthcare workers from different occupational groups and service users
4. Evaluate the effectiveness of an evidence-based, inquisitive, reflective and critical approach to healthcare practice

DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 14/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Kate Wells McCulloch	OTHER MODULE STAFF: Claire Blackham
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Summary of Module Content

This module will explore the patient journey and their understanding of that journey. It will examine the role that interventions play in enhancing the patient experience while considering the holistic principles of healthcare practice. It will consider the role of praxis and change, and the impact these concepts have on the delivery of healthcare services. The module will also explore the role of the patient in their own journey and the role of those individuals who are both proximal and distant to the patient in enhancing their experience.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	34	4 hours per week over 8 weeks
Guided Distance learning activities	26	Interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	140	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Presentation	30%	LO2 (15 minutes)
		Critical Incident Reflection	70%	LO1, LO3, LO4 Students without current healthcare experience may reflect on the impact of public issues on practice (3000 words)
			100%	

Updated by: Maxine Davis	Date: 28/09/2017	Approved by: Claire Blackham	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3002	MODULE TITLE: Developing Leadership Potential
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: 1590
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR:

This module takes a broad-sweep approach to the examination of leaders in general, in order to explore transformational and transactional leadership in more depth. Emphasis is placed on direct application of these theoretical stances to healthcare. You will reflect on your own leadership potential and develop a knowledge base to aid you in relevant skill development.

ELEMENTS OF ASSESSMENT

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Healthcare Practice

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To explore theories of leadership and their application to practice in the context of healthcare environments.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Evaluate leadership theory in an evidence-based, inquisitive, reflective and critical approach.
2. Critically analyse the concept of leadership in contemporary healthcare practice and how your leadership can make a difference to patient care
3. Critically reflect and appraise personal and professional development planning in developing your potential as a leader
4. Evaluation of the application of leadership skills in practice

DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 14/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Kate Wells McCulloch	OTHER MODULE STAFF: Claire Blackham and Mark Hardwick
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Summary of Module Content

This module will cover elements of theory, including: contemporary policy and practice, theories of leadership, theories of management, organisational structure within the healthcare sector and self-evaluation tools. The module will explore students' own thoughts about leadership and its role in management and change management, while developing an understanding of how their own experiences can be related to established theoretical models.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	30	12 hours during weekend delivery, 18 hours delivered 2 hours a week for 9 weeks.
Guided Distance learning activities	20	Interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	150	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Change Proposal Form	10%	LO3, LO4 (1500 words)
		Report	90%	LO1, LO2 (4000 words)
			100%	

Updated by: Maxine Davis	Date: 28/09/2017	Approved by: Claire Blackham	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3003	MODULE TITLE: Mentorship and Assessment
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: 1509
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR:

This interprofessional mentorship module is for practitioners who support and assess learners in practice in health and/or social care settings. It will enable you to become a credible, effective, valued supporter of learning and an assessor of achievement in practice. You will undertake activities to develop mentoring commitment, confidence and competence – drawing directly on your own experience.

ELEMENTS OF ASSESSMENT

COURSEWORK		PRACTICE	
C1	75%	P3	25%

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Healthcare Practice

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To develop a knowledge and skill base that enables mentorship and assessment of practice in a variety of settings and contexts.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. **Engage in** and critically evaluate strategies used to provide effective coaching and facilitation of learning.
2. Analyse factors likely to enhance and impede the provision of mentorship in practice settings.
3. Identify and critically reflect on **professional values and** issues arising from assessment in practice situations, including inter-assessor reliability.
4. Critically evaluate the contextual issues in healthcare and education that influence the development and implementation of practice education.
5. Demonstrate an understanding and ability to work **effectively in a team** with a range of assessment and appraisal systems which are relevant to meet the requirements of both healthcare employers and relevant professional bodies.

DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 14/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Claire Blackham	OTHER MODULE STAFF: Maxine Davis
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Summary of Module Content

This module examines a range of components of mentorship and assessment. It will explore the value of the personal development portfolio both from a student and mentor perspective. The module will explore ethical practice with regard to assessment and the judgments we make about competence. Theories of learning styles will be examined in the context of supporting educational delivery. There may be opportunity for some students to undertake further assessed activities as part of a qualification in Preparing to Teach in the Lifelong Learning Sector (PTTLS).

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	28	4 hours per week over 5 weeks and 8 hours in 1 week.
Guided Distance learning activities	62	Interactive learning activities, guided reading, and facilitated forum discussion
Guided independent study	110	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Reflective Practice Portfolio	100%	LO2, LO3, LO5 This portfolio will include a series of session plans and reflective accounts about their delivery (3000 words total over at least 3 reflective pieces, session plans are not included in word count)
Practice	P3	Practical Workshop Assessment	100%	LO1, LO4

Updated by: Claire Blackham	Date: 28/09/2017	Approved by: Maria Woodger	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3004	MODULE TITLE: Advanced Knowledge and Skills for Practice
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CREDITS: 40	FHEQ LEVEL: 6	JACS CODE: X290
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: This module provides students with an opportunity to relate conceptual frameworks and ideas that have been developed in their discipline based studies to the practicalities of the working environment. Students will demonstrate their ability to transfer skills between academic and practice settings and demonstrate competencies specific to their workplace.

ELEMENTS OF ASSESSMENT			
COURSEWORK		PRACTICE	
C1	50%	P1	Pass/Fail
		P3	50%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Healthcare Practice
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Professional body minimum pass mark requirement: Not Applicable
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MODULE AIMS: To enable students to gain specific knowledge and develop a range of specialised work based competencies appropriate to their area of practice.
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ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: 1. Demonstrate the ability to perform specified work based competencies in a safe and effective manner 2. Demonstrate the acquisition of specific knowledge relating to client group within the work place 3. Critically reflect on the acquisition of work based skills 4. Demonstrate the ability to act within role boundaries whilst observing protocols and guidelines
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DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 14/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Claire Blackham	OTHER MODULE STAFF: Kate Wells McCulloch
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Summary of Module Content

The theoretical component of this module will be based around general skills of reflection and enquiry. The reflective practitioner will be able to consider their skills in practice and where they can be developed further. Discipline specific elements of theory will be necessary in order to better understand the skills being developed and assessed in practice. For example, if you were developing competencies related to assessment of musculoskeletal injury, you would be expected to develop a strong knowledge of both normal and abnormal anatomy of the musculoskeletal system. Students will be supported to gain any specific knowledge requirements by both academic and practice based staff.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	32	1 hour each week for 16 weeks, 2 hours each week for 4 weeks
Guided Distance learning activities	68	Interactive learning activities, guided reading and facilitated forum discussion
Practical application activities	50	Dedicated time in own practice setting over 15 weeks
Guided independent study	50	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Literature Review	100%	LO4 Focus on one specific skill/intervention with a literature review to explore any gap between theory, policy and practice (4000 words)
Practice	P1	Competency Document	50%	LO1 Skill acquisition will be determined by the students own occupational setting. LO2, LO3 Students will produce 2 reflective accounts of separate critical incidents involving the skills and knowledge being enhanced as part of this module (total 4000 words)
	P3	Reflective portfolio	50%	
			100%	

Updated by: Claire Blackham	Date: 28/09/2017	Approved by: Maria Woodger	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3005	MODULE TITLE: Exploring Practice
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CREDITS: 40	FHEQ LEVEL: 6	JACS CODE: 1590
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR:

This module enables the student to examine a project theme in detail that is relevant to their own practice based interests. The module will encourage reflective learning, enquiry skills and approaches to facilitate evidence based practice.

ELEMENTS OF ASSESSMENT

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Healthcare Practice

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To negotiate, plan and undertake a project which builds upon prior experience to develop greater understanding of a relevant area of healthcare practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Reflect on multiple perspectives and their effect on decision making
2. Manage complexity and critically analyse, synthesise and evaluate new information in the context of its use
3. Analyse, frame and address issues appropriate to the practice area, being aware of their context and environment
4. Independently plan, monitor, evaluate and improve own learning and performance.

DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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MODULE LEADER: Claire Blackham	OTHER MODULE STAFF:
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Summary of Module Content

This module examines the concepts of evidence based practice in the context of research skills development. It will consider research methodology, but also introduce ideas of epistemology and ontology to aid greater understanding of the perspectives from which research activities are undertaken. Consideration of project planning skills will aid the student to work in a systematic and logical way. The theoretical components of the module will lead the student to be able to better equipped to undertake a small project in which they develop their knowledge of a particular area of practice with a view to implementing a change based on best practice recommendations.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	32	1 hour each week for 16 weeks, 2 hours each week for 4 weeks
Guided Distance learning activities	68	Interactive learning activities, guided reading and facilitated forum discussion
Practical application activities	50	Dedicated time in own practice setting over 15 weeks, Practice could be in a voluntary capacity or community related health activity
Guided independent study	50	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Project Report	100% 100%	LO1, LO2, LO3, LO4 Project report with clear rationale and practice implications as well as potential application issues should be included (8000 words)

Updated by: Claire Blackham	Date: 28/09/2017	Approved by: Maria Woodger	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3006	MODULE TITLE: Health Promotion
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CREDITS: 40	FHEQ LEVEL: 6	JACS CODE: 1590
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: This module will allow students to develop, implement and evaluate a health promotion programme in their placement area. Students will develop knowledge about theories of health promotion and models used for implementation.
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ELEMENTS OF ASSESSMENT	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Healthcare Practice
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Professional body minimum pass mark requirement: Not Applicable
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MODULE AIMS: To develop a theoretical understanding of health promotion and apply this to the practical development of a health promotion programme.
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ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: 1. Demonstrate a critical understanding of the key concepts, principles and ethical values of health promotion 2. Systematically design and implement an effective and ethical health promotion action within a specific setting 3. Demonstrate critical knowledge of theory, approaches or models relevant to health promotion action 4. Systematically evaluate the effectiveness of health promotion interventions
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DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 14/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Mark Hardwick	OTHER MODULE STAFF:
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Summary of Module Content

This module will explore theoretical aspects of health promotion including: concepts, principles and values of health promotion, health equity, social justice and human rights. It will consider established models and theories of health promotion with a view to critically analysing existing projects and programmes in order to better understand the application of health promotion in practice. It will also require the student to develop an understanding of project and programme management in order to consider how a planned project might be implemented.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	32	1 hour each week for 16 weeks, 2 hours each week for 4 weeks
Guided Distance learning activities	68	Interactive learning activities, guided reading and facilitated forum discussion
Practical application activities	50	Dedicated time in own practice setting over 15 weeks, Practice could be in a voluntary capacity or community related health activity
Guided independent study	50	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Project Plan	100% 100%	LO1, LO2, LO3, LO4 The project plan should include consideration of the rationale for the project and implications for practice (8000 words)

Updated by: Claire Blackham	Date: 28/09/2017	Approved by: Maria Woodger	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3007	MODULE TITLE: Clinical Therapeutics
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: 1590
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR:

The aim of clinical therapeutics is to deliver appropriate clinical therapies to patients based on their needs and individual situations. This module will explore the impact of disease on normal physiology and the way clinical therapeutics, including pharmacology and other evidence based therapies, can modify pathophysiology or alleviate symptoms.

ELEMENTS OF ASSESSMENT

PRACTICE	
P3	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Healthcare Practice

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To explore the relationship between therapeutic interventions and patient outcomes.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Demonstrate a systematic understanding of the role of clinical therapeutics in relation to states of disease
2. Critically evaluate the evidence base of a specific therapeutic intervention
3. Critically analyse the application of a specific therapeutic intervention in the delivery of patient care
4. Evaluate current legislation, clinical guidelines, codes of practice and operational policy with regard to their impact on clinical practice

DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 13/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Claire Blackham	OTHER MODULE STAFF: Kate Wells McCulloch
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Summary of Module Content

This module will provide an overview of a range of different therapeutic interventions including pharmacological, non-pharmacological and complementary therapies. The module will provide flexibility in some content aspects to ensure relevancy for all students. It is anticipated that students working in a primarily nursing context will require a greater degree of pharmacological theoretical underpinning than those working in manual therapy settings. It will therefore tailor some aspects to specific student groups. All students will explore clinical goal setting, therapy selection considerations and the role of legislation, policy and clinical guidance for the management and delivery of therapeutic interventions. Where appropriate, students will be able to maintain a record of their practice and show the development of their competency in relation to relevant skills.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	28	4 hours per week over 5 weeks and 8 hours in 1 week.
Guided Distance learning activities	62	Interactive learning activities, guided reading, and facilitated forum discussion
Guided independent study	110	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Practice	P3	Reflective Accounts	100% 100%	LO1, LO2, LO3, LO4 Critical reflective analysis on at least 2 episodes of care delivery for an appropriate therapeutic intervention including assessment and goal setting (4000 words total)

Updated by: Claire Blackham	Date: 28/09/2017	Approved by: Maria Woodger	Date: 28/09/2017
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD3008	MODULE TITLE: Tissue Viability
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CREDITS: 20	FHEQ LEVEL: 6	JACS CODE: H165
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR:

This module will build upon the students existing knowledge of relevant anatomy and physiology by considering pathophysiological states that affect tissue viability. This will lead the students to consider the knowledge and skills they need to be able to effectively deliver skin care and wound management interventions.

ELEMENTS OF ASSESSMENT

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Healthcare Practice

Professional body minimum pass mark requirement: Not Applicable

MODULE AIMS:

To develop an understanding of skin and wound care interventions in practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Demonstrate a systematic understanding of the development of pathophysiology of wounds
2. Evaluate the evidence base for skin and wound management strategies
3. Critically analyse the application of wound management and skin care interventions within clinical practice

DATE OF APPROVAL: 04/12/2012	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 21/01/2013	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	TERM: 13/AY/SP/M

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: 103
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MODULE LEADER: Kate Wells McCulloch	OTHER MODULE STAFF: Kate Wells McCulloch
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Summary of Module Content

This module will give students the opportunity to develop their understanding of wounds, relevant pathophysiology and the management of these conditions. Patient assessment will form the basis of the study of tissue viability with the setting of realistic goals and care planning, leading students to consider management. A range of skin and wound care strategies will be examined including a development of product knowledge. There will be focus on the following wound types: pressure damage, diabetes, lower limb tissue damage, chronic oedema, chronic wounds and acute traumatic wounds. The module will also encourage students to consider the role of policy and legislation in tissue viability practice. Where appropriate, students will be able to maintain a record of their practice and show the development of their competency in relation to tissue viability.

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lectures/seminars/formative tutorials/student directed sessions	28	4 hours per week over 5 weeks and 8 hours in 1 week.
Guided Distance learning activities	72	Interactive learning activities, guided reading, and facilitated forum discussion
Guided independent study	100	Guided reading and self-directed study
Total	200	

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Reflective Accounts	100%	LO1, LO2, LO3 Critical reflective analysis on at least 2 episodes of wound care including assessment and goal setting (4000 words total)
			100%	

Updated by: Claire Blackham	Date: 28/09/2017	Approved by: Maria Woodger	Date: 28/09/2017
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