****

**Plymouth University**

**Academic Partnerships**

**CORNWALL COLLEGE**

**Programme Quality**

**Handbook for**

***BSc (Hons) Health, Community & Social Sciences***

**2015 – 16**

Contents

[1. Welcome and Introduction to BSc (Hons) Health, Community & Social Sciences. 3](#_Toc419887854)

[2. Course Contact List 3](#_Toc419887855)

[3. Enhancement Activities 3](#_Toc419887856)

[4. Programme Specification 3](#_Toc419887857)

[5. Module Records 3](#_Toc419887858)

[Appendix 4](#_Toc419887859)



# Welcome and Introduction to BSc (Hons) Health, Community & Social Sciences

Welcome to the BSc (Hons) Health, Community and Social Sciences degree. The College is delighted that you have chosen to study with us. We are sure you are going to have an enjoyable time here and will benefit a great deal from the course.

The course has been designed with a number of pathways which will allow you to specialise within a particular area of study. These pathways are; sociology, health, psychology and community studies. This will be examined in more detail later in this handbook.

|  |
| --- |
| Distinctive Features of the degree |
| * This programme offers a full three years honours degree programme and is particularly beneficial for mature learners who often find it difficult to leave Cornwall due to work and family constraints. * The programme meets local employers’ needs for a more qualified workforce. * The programme can be completed either full or part time leading to flexibility for learner to manage study. This is further enhanced by selected modules being delivered through blended learning with tutorial support. * Allows learners to develop their own academic profile through a pathway approach. This gives learners a high level of autonomy in determining their programme; it allows flexibility in a local employment market subject to fluctuation and change. * Exposes learners to a range of disciplines allowing interdisciplinary links to be established and studied leading to a more holistic understanding of issues in health, the community and the social sciences. * Produces graduates with a wide range of transferable skills that have been developed through work based learning. Transferable skills that are developed over levels 4, 5 and 6 include leadership and management, communication and interpersonal skills, presentation skills, report writing, note taking, decision making and problem solving, working in groups and teams * Delivers a focus on employability with 80 credits at level 4 aimed at improving learners’ employability through work-based learning, personal and employability skills development and social enterprise. * Provides learners with opportunity to develop their leadership and management skills through exploring group working, multi-agency working and collaboration modules as well as working in teams to complete formative and summative assignments within modules at level 4, 5 and 6. This will include a critical awareness of how relevant organisations operate and the values that underpin them. * Strong staff CPD base ensures that current practice, theory and employability are a key feature of this degree programme. |

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 the College / University Student handbook available on the HE Operations Moodle page; which contains student support based information on issues such as finance and studying at HE along with the University’s Student Handbook  [https://www.plymouth.ac.uk/your-university/governance/student-handbook](%20https:/www.plymouth.ac.uk/your-university/governance/student-handbook%20) and your individual module handbooks which are available on your programme virtual learning environment.

# Course Contact List

|  |  |  |  |
| --- | --- | --- | --- |
| Marian Billings | P915 | marian.billings@cornwall.ac.uk | 01209 616309 |
| Emma Clifton | P914 | emma.clifton@cornwall.ac.uk | 01209 617595 |
| Dr. Deborah Phillips | P706 | deborah.phillips@cornwall.ac.uk | 01209 617712 |
| Debs Williams | P811 | debs.williams@cornwall.ac.uk | 01209 616280 |
| Sue Searle (School Office) | P608 | sue.searle@cornwall.ac.uk | 01209 617519 |

# Enhancement Activities

# As part of your programme, you will be required to undertake 60 hours of placement in Years 1 & 2.

# Other activities that you may wish to participate in are those organised by the Students’ Union. The Sport Centre also provides opportunities for you to take part in sporting activities. Consider becoming a Student Rep, Class Rep or Student Ambassador.

# Programme Specification

# About the Programme

## Levels of Higher Education Study

In a full time honours degree all your work in the first year (Stage 1) will be at level 4. The modules in the second year of a full time course will be at level 5. The final year of an honours degree this is HE level 6. The originating source for describing these levels is the Quality Assurance Agency’s (QAA) Framework for Higher Education Qualifications (FHEQ). These descriptors are provided in the following sections (‎2.1.1, ‎2.1.2 and ‎2.1.3) (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf> ). However, further descriptors for these levels, if required particularly for reference to assessment, may be found within Plymouth University’s Assessment Policy (<http://www.plymouth.ac.uk/files/extranet/docs/TLD/assessment%20policy%20updated%20January%202008v2.pdf> ).

### Descriptor for a HE Qualification at Level 4: Certificate of Higher Education (FHEQ, 2008)

*“The descriptor provided for this level of the FHEQ is for any Certificate of Higher Education which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 4 qualifications.*

***Certificates of Higher Education are awarded to students who have demonstrated:***

* *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 area of study*
* *an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.*

***Typically, holders of the qualification will be able to:***

* *evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work*
* *communicate the results of their study/work accurately and reliably, and with structured and coherent arguments*
* *undertake further training and develop new skills within a structured and managed environment.*

***And holders will have:***

* *the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.*

*Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.”*

### 

### Descriptor for a HE Qualification at Level 5: Foundation Degree (FHEQ, 2008)

*“The descriptor provided for this level of the FHEQ is for any Foundation Degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 5 qualifications, including Diplomas of Higher Education,*

*Higher National Diplomas, etc.*

***Foundation Degrees are awarded to students who have demonstrated:***

* *knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed*
* *ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context*
* *knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study*
* *an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.*

***Typically, holders of the qualification will be able to:***

* *use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis*
* *effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively*
* *undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.*

***And holders will have:***

* *the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.*

*Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.”*

### Descriptor for a HE Qualification at Level 6: Bachelor’s degree with honours

*“The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees,*

*graduate diplomas etc.*

***Bachelor's degrees with honours are awarded to students who have demonstrated:***

* *a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline*
* *an ability to deploy accurately established techniques of analysis and enquiry within a discipline*
* *conceptual understanding that enables the student:*
  + *to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline*
  + *to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline*
* *an appreciation of the uncertainty, ambiguity and limits of knowledge*
* *the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).*

***Typically, holders of the qualification will be able to:***

* *apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects*
* *critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem*
* *communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.*

***And holders will have:***

* *the qualities and transferable skills necessary for employment requiring:*
  + *the exercise of initiative and personal responsibility*
  + *decision-making in complex and unpredictable contexts*
  + *the learning ability needed to undertake appropriate further training of a professional or equivalent nature.*

*Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.*

*Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.*

*Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these programmes would be expected to be achieved on the basis of study equivalent to three full-time academic years and lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.”*

## Work-Based Learning (WBL), Employability and Transferable Skills

WBL, in its various forms, is one of the major defining characteristics of your degree. It plays a central role in enabling you to apply academic study to workplace environments and problems. In its turn, your programme of study should enable you to integrate knowledge and skills developed in WBL and into your project work and study in taught modules.

An employable graduate is one who is able to meet the requirements of employers and fulfil their career aspirations at a graduate level. They will be able to apply the skills, knowledge and personal qualities developed during their programme, in the workplace and other contexts. An employable graduate will need to be able to:

* demonstrate and apply graduate attributes and skills;
* demonstrate and apply career management skills: *e.g. preparing effectively for the recruitment and selection process*;
* demonstrate and apply lifelong learning skills: *e.g. reflecting critically on academic, personal and professional development, identifying and articulating achievements and planning for the future*;
* demonstrate business and organisational awareness: *e.g. understand changing working practices, including self-employment, with particular reference to the professions and sectors relating to their programme of study*;
* demonstrate an international outlook: *e.g. understanding the attributes and breadth of outlook appropriate for working in a global economy*.

Throughout your work based learning experience, you will be given the opportunity through your required assessment tasks to develop these skills. You will engage within your placement with greater independence and maintain confidentiality throughout.

In Year 1 (CORC1153 Professional Practice: Skills for Employment) particular attention will be paid to developing communication skills, identify needs of service users and how they are met, and compiling a Personal Profile.

In Year 2 (CORC2124 Development through work) the focus will be on developing reflective practice and will involve undertaking a ‘project’ with support (negotiated and agreed with your Mentor.

In Year 3, the optional Work-based learning module (CORC 337) will offer you the opportunity to work more independently, undertaking a further project. It will also focus on developing reflective practice, employability skills, preparation for employment and an examination of a range of employment issues such as rights and responsibilities, equality, confidentiality) ‘

Your programme has been designed to put all this in perspective, and give you the opportunities to develop the requisite skills. Work-relatedness is integral to the modules, and many specifically offer you the opportunity to experience the world of work, even if you are studying full time. Your programme specification details the knowledge, skills and understanding you will be able to demonstrate when you gain your degree.

You will develop a range of employability skills within core and optional modules on the programme at level 4 and 5 and these will also start to develop your leadership and management skills, you will also regularly work in teams to complete formative and summative assessments. The following modules will directly develop employability, leadership and management skills:

* CORC1153 Professional practice: Skills for Employment
  + - CORC1151 Values and Ethics in the Workplace
    - CORC1212 Keeping Children, Young People and Vulnerable Adults Safe
    - CORC2124 Development through Work
    - CORC2133 Psychology and Interactions
    - CORC2129 Psychology in the Workplace
    - CORC334 Health, Community and Social Sciences Dissertation
    - CORC337 Work Based Learning
    - CORC348 Collaboration and Multi Agency Working

Reflecting on what you had read in the previous 2 sections, you can see that you will develop a range of skills whilst studying on this degree which are transferable to the workplace. A close reading of the ‘And holders will have’ sections above and the italicised text in the previous few pages will demonstrate how the academic skills that you have developed can support you in employment.

You may enter employment where you use the ‘knowledge’ that you have directly gained in your degree and is relevant or you may choose a different pathway where you use the transferable skills that you develop on the programme. These skills will include:

* Intellectual skills such as critical analysis, reasoning, creative problem solving and developing innovative and enterprising solutions;
* Independent learning and use of research methods and tools (such as ICT, statistical tools, sources and methods) coupled with formal academic writing skills that will allow you to communicate clearly and articulately with a range of people;
* the ability to construct an argument by selecting and ordering relevant evidence and then to communicate findings in a structured, clear and persuasive manner, both orally and in writing;
* development and practice useful employments skills such as summarising, negotiating and questioning in an analytical manner;
* Development of time management, prioritising and self- reliance working within teams and as an autonomous learner;
* The ability to understand group dynamics and work within teams as an effective member and as a leader. These areas will be developed through the work-based learning and related modules.
* Exposure to a range of ethical, moral, social and employment scenarios what will require you to think objectively and challenge preconceptions and stereotypes.
* Practice and develop peer assessment, giving and receiving positive and developmental feedback to others;
* Developing reflective practice and applying academic knowledge into employment situations;
* An awareness of the range of factors that influence groups and individuals within society.

## Teaching and Learning Strategy

Your degree offers many opportunities to develop skills as well as knowledge. It is crucial that students are able to evidence this for potential employers. In line with the University’s Teaching and Learning Strategy, all partner colleges’ programmes include supported opportunities to engage with Personal Development Planning (PDP), including the generation of a portfolio to demonstrate learning.

*“PDP is a structured and supported process undertaken by a learner to reflect upon their own learning, performance and/ or achievement and to plan for their personal, educational and career development. It is an inclusive process, open to all learners, in HE provision settings, and at all levels”*

*PDP: guidance for institutional policy and practice in higher education, QAA 2009*

[*http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/PDPguide.pdf*](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/PDPguide.pdf)

Taking stock of your position, and setting goals in all areas of your life is a crucial step. But in order to maximise your potential you must be clear about how you can transfer the skills and knowledge you have acquired into other situations. You must learn to be able to communicate your unique skills and abilities.

The development of the following skills is supported through the PDP process:

* Auditing of existing skills and past experience
* Understanding your own approach to learning
* Setting goals
* Action planning
* Identifying and selecting opportunities from a range of possibilities
* Monitoring progress
* Recording evidence of learning
* Reflecting on your progress
* Making job applications

Students on the programme undertake core work based learning modules in year 1 and 2 with an optional further module in year 3. You may already be in paid or voluntary work where you are a manager or leader and you will be able to reflect on your use of these skills within the work based learning modules as well and being able to apply academic understanding to your skills through other level 4 and 5 modules.

The development of leadership and management is a key part of this degree and you have seen the list of modules in section 2.2 which links to employability, leadership and management. If you are not currently in a leadership or management role then you will be able to develop these skills within the classroom setting before applying them within the workplace and developing your academic understanding on this area.

# Programme Management

## Programme Team and Support Staff

The **Programme Manager** for your degree is responsible for the effective delivery and development of the programme and for providing programme advice to students. They also chair the Programme Committee which has student representation.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Office Location | Tel | Email |
| Marian Billings | Penhaligon P915 | 01209 616309 | marian.billings@cornwall.ac.uk |

Each module within your programme has a designated **Module Leader** who is responsible for the effective delivery and development of the module and providing, module advice to students. Your Module Handbooks will let you know who is the Module Lead.

You will also have a **Personal Tutor** throughout your studies. Your personal tutor is there to provide additional academic and personal support concerning issues that may affect your studies. You will be notified who your person tutor is during induction and their role is detailed below:

In providing support for their students the Personal Tutor will:

* Understand the programme requirements for all their students and be available to help them.
* Hold regular group tutorial sessions.
* Provide individual students with opportunities to discuss any aspects of their learning programme on a regular basis.
* Support students in maintaining an Individual Learning Plan and conduct a formal, documented review of progress every term.
* Through the Induction Programme, make students aware of their entitlements and responsibilities.
* Provide information to their students as issued by the College (e.g. Student Bulletin) and as requested by students.
* Inform their students of and encourage them to participate in Enrichment/Extension activities.
* Assist the students in managing, mapping and recording Skills for Life development where appropriate.
* Work with students to encourage personal target setting in relation to their course and Value Added indicators (e.g. TMG) where appropriate.
* Encourage and support students to plan progression routes.
* Within the scope of their own expertise, offer to their students – or refer them to specialist staff to provide – advice, guidance or counselling on personal matters raised by the student.
* As appropriate, offer to their students – or refer them to specialist staff to provide – advice and guidance on Careers, Higher Education or further training for their future progression.
* Arrange referral or support self-referral of their students to specialist provision, such as Learning Support.
* Offer advocacy for students, where this is judged necessary, without impairing or replacing their own capacity for independent action.

**Discipline**

In discharging their responsibilities, in this regard, Personal Tutors will:

* Work with colleagues to monitor the absences of their students and follow up attendance issues in accordance with College guidelines, ensuring, in conjunction with the Senior Tutor.
* Raise/respond speedily to student concern notes
* Deal with minor disciplinary matters as they arise and refer more serious disciplinary matters to their Senior Tutor.

**Documentation and Record Keeping**

Personal tutors will:

* Ensure that their students have an individual, accurate timetable.
* Ensure that their students have an Individual Learning Plan
* Maintain up to date tutorial records.
* Contribute, as required, to completion of student centred documentation e.g. Non Attendance/Cause for Concern Tracking forms, Course Amendment forms etc.
* Supply references and reports as required.

**Scholarly activity, research and consultancy underpinning the teaching on this degree**

The team have a strong background in teaching and managing the programmes that this degree is based upon so this is a firm base to move forward into the new degree. Staff CVs detail professional development and teaching experience.

Current HE staff at Cornwall College are all actively engaged in continuous professional development within their specialist areas of delivery.  For example:

Emma Clifton is undertaking research based on a Matthew Arnold quote from the 1860s 'Wandering between two worlds', the research will be investigating the accessibility of the HE environment to people with physically disabling conditions / impairments.

Dr Deborah Phillips has had a paper accepted at the University of Leeds for a Disability Conference in April 2013.

Marian Billings is undertaking research into child sexual abuse within Christian families

All members of staff engaged within this programme of learning are educated to at least first degree level in relevant areas of study and most have post graduate qualifications or are working towards them currently.

Cornwall College HE Research and Scholarly Activity policy sets out the expectations of HE for its staff thus:  “Staff involved in the delivery and assessment of higher education will be encouraged through the College performance management process to undertake relevant research and/or scholarly activity, pertinent to the delivery level and the current and planned higher education in their curriculum area.”

Mandatory teaching based sessions include safeguarding, data protection and equality and diversity and in addition there are a range of optional sessions which the staff team have participated in, including; Assessment and Verification, Encouraging discussion and problem solving, Learner-led Teaching, Plagiarism & Referencing, Running a UPC Programme and Successful questioning strategies.

Other external recorded CPD events attended by the team include:

* Learner Led Approaches in Vocational Settings
* Personal Tutoring Qualification

## Student Support is also provided by the College in the following ways:

* Library
* Computing
* The first floor (HE section) of the Learning Centre in Campus Central (Trelawney Building) is open at the following times:
  + Term time: Monday, Tuesday, Wednesday and Thursday: 08.30 a.m - 07.00p.m
  + Friday: 08.30a.m – 05.00p.m
  + Computers on the second floor (FE) are open until 5 pm every day.
  + Vacation: Monday – Friday: 09.00a.m – 04.30p.m.
* The Learning Centre offers the following facilities:
  + Loan of books, journals, videos and DVDs
  + Reference to newspapers, dictionaries, illustrations, maps and CD-ROMS
  + Computer use including internet access
  + Study facilities including small group workshops covering topics such as research skills, numeracy, proof reading, internet searching and assignment support.
* The Learning Centre can be contacted as follows.
  + Camborne - Loan renewals: 01209 616182 / *Enquiries: 01209 616183*
* You will be able to obtain a library card a few days after you have enrolled at the college – you will need to show your Enrolment card to obtain your library card. You are entitled to borrow up to 12 books, 4 journals and 2 DVD/Videos at any one time.
* Substantial use of the Learning Centre is an essential part of your study programme, and early familiarisation with its many facilities and information sources will pay dividends later.

## Careers Education, Information and Guidance

Your programme has been designed to help you to succeed in your career aspirations. In addition, your programme has been designed with the involvement of employers. Many of these are prepared to come to your college to give talks to students about their working environment and the qualities that they expect in potential employees. Please make every effort to attend such events and to profit from such employer contacts.

Many of your teaching staff will also be able to give you helpful career advice. The College Careers Service offers information, advice and guidance to students at all stages of their *degree*. Kathleen Pope and Charlene Perry work in this area and can be contacted via Student Services or the Career Library which is on the top floor of the LRC building/ on entry to St Austell building at the main reception.

Further advice is available from the Plymouth University Careers and Employability Service at: [www.plymouth.ac.uk/careers](file:///C:\Documents%20and%20Settings\rpomeroy\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\NUSHMS1F\www.plymouth.ac.uk\careers). As a graduate you will have a wide choice of career opportunities throughout the private and public sectors, both in the United Kingdom and abroad.

You should also access Grad Cornwall at [www.gradcornwall.co.uk/](http://www.gradcornwall.co.uk/) who have further information on employability and opportunities for graduates in Cornwall.

## Staff / Student Communication

College and programme staff will communicate with students in the following ways:

* Email
* Plymouth University Student Portal (see section below)
* College intranet *(*[www.cornwall.ac.uk](http://www.cornwall.ac.uk)*)*
* Programme Notice-Board opposite P801-P803

**It is your responsibility to check all of these on a regular basis to ensure you have not missed important messages.**

## Student Liaison, Evaluation, Representation and Feedback

### Module staff

When you have questions or need support associated with a module, your first move should ALWAYS be to contact the module leader or a member of the teaching team responsible for the particular module with which you have an issue. Please do this as soon as possible.

### Learning Resources

The Collegeprovides the resources that you need to successfully complete your studies. If you have come across materials or resources that would be useful to other students or if you feel that the resources you can reasonably expect are not available - be they online, library, physical materials etc - then report this as soon as possible to the appropriate member of the academic or support staff. If you judge the response to be not adequate, contact your Programme Manager and your student representative so that the issue can be addressed at the next Programme Committee meeting.

### Course Representatives

Each programme should have one or more student representatives - elected by their fellow students - to sit on the Programme Committee. Course representatives are a VITAL conduit, linking staff and students so that issues of quality of provision affecting students can be promptly and appropriately addressed. In addition, representatives provide feedback to the programme’s staff on innovations and can assist the programme team to develop the curriculum to meet student needs. Students are also represented on Plymouth University Joint Board of Studies (JBS), which scrutinises all the Plymouth University programmes delivered at your college. Your college will have a person who liaises with Plymouth University’s Students’ Union who can advise on student representation. This is the President of Cornwall College Student Union who is contactable in the Union Building at Camborne / Treg at St Austell.

### Student Perception Electronic Questionnaire (e-SPQ) and National Student Survey (NSS)

The University will invite you to complete an annual online questionnaire (e-SPQ) specifically focused on your experiences as a higher education student. You will also be asked to participate in the National Student Survey (NSS) at the end of your programme. Both of these provide valuable information to enable us to improve your programme and learning experience.

### Student Complaints

There is a new complaints procedure which is being issued by Plymouth University and will be given to you separately.

## The Plymouth University Portal

Your programme has been designed by College staff and approved by Plymouth University. Plymouth University takes seriously support for students undertaking degrees. A major way in which this support is accessed is via the Plymouth University Portal (the University’s internal staff and student website).

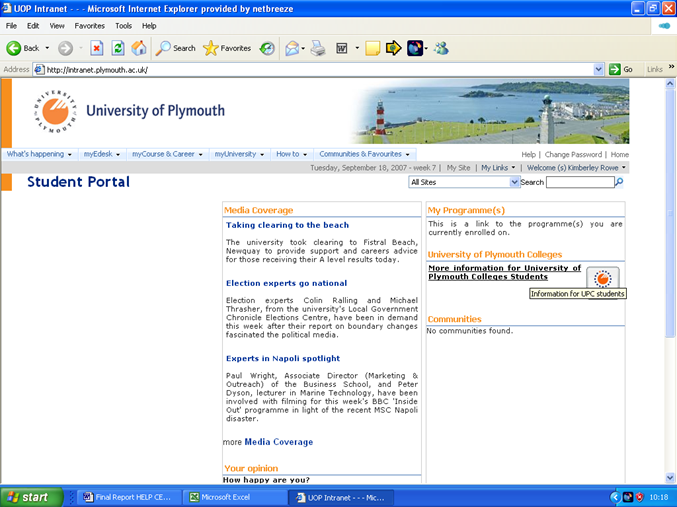
The following instructions allow students to log onto the Student Community on the Portal where you can begin using **support materials, e-resources, study guides** including:

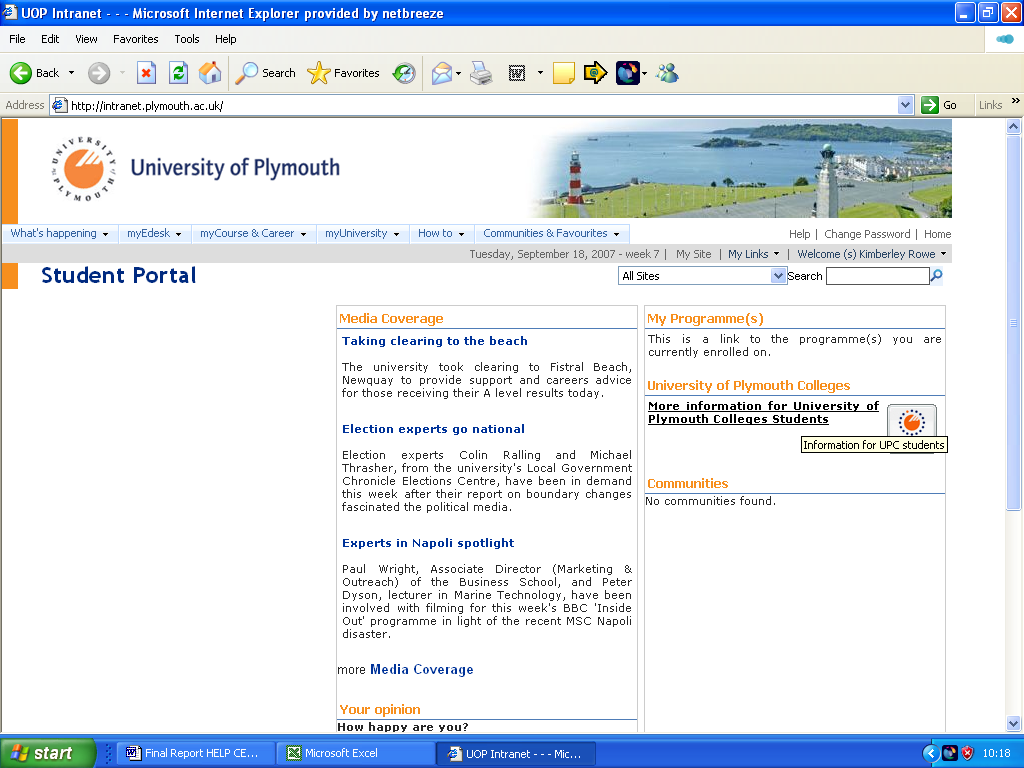
* E-resources, journals, databases - click on the myEdesk, Library, Media & IT (ILS)
* University student services and learning resources (including on-line assessments and downloadable help sheets)
* Link into UPSU, the University’s Student Union
* Look up academic information and regulations including the student handbook
* You will automatically have a Plymouth University e-mail account accessed through myEdesk, E-mail, calendar, contacts, (OWA) structured as follows: [Firstname.Surname@students.plymouth.ac.uk](mailto:Firstname.Surname@:students.plymouth.ac.uk). Your e-mail address will be shown near the top of the screen (below the menu tabs) when you log onto the portal.
* There are instructions located on the student portal on how to forward your University emails to your preferred email address.
* To change your password at any time - click on the ‘Change Password’ on the top right hand side of the homepage.
* If you have forgotten your passwords please go to <http://www.plymouth.ac.uk/password> and you can reset it easily.

In your browser type <http:///student.plymouth.ac.uk>

**OR** if you want to go in via the extranet type [www.plymouth.ac.uk](http://www.plymouth.ac.uk) and then click on Internal Students.

Enter the **username** and **password** given to you from your programme manager or Learning Resource Staff member.





You will be provided with a ‘Welcome File’ which will be e-mailed to your Plymouth e-mail account. This introduces you to key areas on the portal and e-resources you may need throughout your studies. This includes interactive tutorials on using the portal and how to access key information along with essential e-resources such as the Library Guide which gives a step by step approach to using our e-library to access online journals and databases for your studies. There are also tutorials available at <http://erdt.plymouth.ac.uk/tutorial> giving online support to using the library. A Higher Education Study Skills Toolkit is available from [www.help-cetl.ac.uk/moodle](http://www.help-cetl.ac.uk/moodle). On your first visit you will need to ‘create an account’. We suggest you align the login details to your Plymouth University portal log in details to save having to remember multiple usernames and passwords. This study skills toolkit contains a wealth of support e-resources signposted be stage to assist you with your programme.

It is recommended that you forward your Plymouth University e-mail account to your college or chosen account to ensure you obtain the necessary Plymouth communications throughout your studies. Guidance on this is available on the Welcome File.

### University Computing Helpdesk

If you have any problems when you are creating your computer account or logging into the student portal or if you can’t access the information you need, please contact the University’s computing helpdesk by email: [open.access@plymouth.ac.uk](mailto:Open.access@plymouth.ac.uk) or by phone on: (01752) 588900. You could also enquire within your College’s HE Office as they have access to the University password changer tool.

# Key Features of University / Higher Education Study

Outlined below are key features of University or Higher Education (HE) level education, including what differentiates this from other forms of education e.g. at school, college or in the workplace.

## The Format of this Degree Programme and its Timetabling

Your programme is made up of modules, (Units of study).Modules are worth 20 credits, except for CORC334 and CORC337 which are 40 credits. The degree consists of 120 level 4, 120 level 5 and 120 level 6 credits.

The standard academic year is divided into three **terms** and 24 teaching weeks. Term 1 covers the 12 weeks before Christmas, and Term 2 the 12 weeks afterwards. Term 3 consists of 9 weeks and is intended to be for revision, assessments and examinations.

During your induction you will receive your **timetable** detailing when classes take place for your programme. Classes may be timetabled for any day of the week as they are shared with other programmes and may change over each academic year. There will also be a timetabled group tutorial, particularly in the first term, for third year learners these will be focussed on dissertation preparation. Individual tutorial times will vary and will be negotiated with the personal tutor.

Work based learning is embedded in your course through the core modules **CORC1153** Professional Practice Skills for Employment and CORC2124 Development through Work. You will be required to undertake 120 hours of work experience over the first two years of your course in these modules. You are able to progress this into the third year through CORC337 Work Based Learning.

Within these modules you will start to develop employability skills that have be explored within this handbook and the ability to follow this work based learning within a full honours degree is a distinctive feature of the programme.

You will also start to develop or hone your leadership and management skills through this programme. Many of the modules that you can study will be linked to the workplace and you will be able to apply organisational and value driven knowledge to gain an appreciation of how organisations work together and the relevant leadership and management styles. This theme cuts across modules on all levels of the programme.

You will hear reference being made to your **programme** **of study**, your **programme** or **course**. For your purposes these terms are interchangeable.

The first year consists of six core modules. The second year consists of two core modules and four optional modules. The third year consists of two core modules (worth a total of 60 credits) and 60 credits for optional modules’

**Note: Optional modules require a minimum number of students to run.**

## Your Approach to Studying

Probably the most significant difference between university level study and other levels of education is the amount of personal responsibility you have. This has implications for how you approach your studies.

Staff will use a variety ofeducationalapproaches, depending on the learning outcomes of the module. These may include: lectures, group work, discussion, student led activities, simulation, technology supported activity, practical scenarios, and directed study. Your active participation will enhance your learning. It is **your responsibility** to acquire the required knowledge and skills.

The skills that you develop here; self-reliance, time management, prioritisation, motivation and research skills are all valued by employers and successfully adopting strategies here will enable you to show potential employers that you can succeed in the workplace.

### 

### If you read nothing else in this section, please read this:

**Key strategies to become a Successful Student**

**You must take proactive responsibility for your own studies.** We will give you as much help and support as we can but ultimately your success (or failure) is down to you.

**Plan your time carefully.** Write a personal timetable as soon as you can.

**Attend all lectures and tutorials and take notes.**

**Do not miss deadlines.**

**Read extensively around your subject.** Just being familiar with the set text books is unlikely to be enough to pass.

**Seek help, if you need it, as soon as possible.** If you need specific help with your studies, speak to your lecturer or tutor or make a personal appointment to see them. Even if your problem has nothing to do with your programme, it may have an effect on your ability to study. Let someone at the College know - ignoring problems will only make things worse later on.

At this level of study, **you will be treated as a responsible adult,** capable of acting on your own initiative.

You may be used to a learning or workplace environment with fixed hours and routine activities. However HE study requires you to develop new study, time-management and prioritisation skills to make effective use of your study time and to meet programme deadlines. Your weekly timetable consists of planned learning activities, such as lectures, and time for you to undertake additional reading, assignment preparation and private study. The contact time that you have with lecturers is only part of your module timetable. As an indication, the average amount of ‘total student effort’ expected for a 20 credit module will be around 200 hours, but you may only be timetabled for 45 hours. **You must, therefore, learn to use your time constructively.**

**Your most valuable learning will be done in your own time and in your own way.**

### Suggested Reading for New Students

* *Burns, T. and Sinfield, S. (2003)* Essential Study Skills: The Complete Guide to Success at University*. Sage Study Skills Series*
* *Cottrell, S. (2010)* Skills for Success: the Personal Development Planning Handbook*. Palgrave Macmillan.*
* *Greetham, B. (2009) How to Write Better Essays. Palgrave Macmillan.*

### Reading for your Degree

**You will not complete your programme successfully if you do not read regularly and in-depth.** You will be given reading lists for each module. You should purchase at least one recommended text for each module. Since books are expensive, however, it may be a good idea to pool resources by sharing with friends in a study group.

Please note that you may only be able to borrow basic texts from the library on a short-term basis. Demand for such texts may be very high at certain times in the year; so do not rely on them being available.

You are strongly recommended to follow current issues relevant to your programme in the quality press, for example, The Times, Independent, Guardian and Telegraph. You should also make use of subject-related journals held in the library.

Reading texts for higher education demands note-taking as well as reading skills, as with lectures, keep careful notes from your reading.

### Private Study

Your private study time is likely to be taken up by different tasks for each module, by preparing for tutorials or undertaking some reading of a programme text or library research. In addition, private study time provides students with the opportunity to ensure they have understood the subject, reflecting on any feedback on assessed work and building up a good set of notes for revision.

### Study Groups

In all our programmes, the College encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your programme. In any employment context you will find such skills and experiences invaluable. Sometimes you will find you are assessed on a piece of written work or presentation completed as a group. Many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise. This will also help to develop your team working and leadership skills as well as softer skills such a negotiation and collaboration.

### Work-Based Learning (WBL)

WBL/WRL in all its aspects is fundamental to all programmes. College based learning will inform work-based activity and WBL/WRL will be vital in contributing to your understandings of theory and your success in assessment tasks. You should be sure to keep careful records of significant experiences in your work-placements so that you can refer to them with confidence in discussions and assignments.

Work-based learning can be complex and challenging to organise so the College holds a list of employers that you will be able to contact who have offered placements in the past. There is a strict procedure to be followed to ensure adherence to health and safety regulations and your module leader for the work based learning module will explain these to you at the start of the course.

There is a separate Placement Handbook which will be made available to you. This details the process of securing a placement and contains all the relevant documentation.

Past placements have included care work, community based care, charities working with alcohol and substance misuse, young people and older persons in the community and primary teaching. Many learners have continued working with these organisations after completing their course, in some cases leading to paid employment, so it is worth carefully considering your placement. Some learners use WBL to accrue work experience within a particular field to assist them in preparing for further study such as teaching and nursing.

You will need to gain 120 hours of work placement over year 1 and 2 of your course as part of the modules and your assessments will be include this stipulation. There is also an optional WBL unit in your final year that will require 120 hours of work placement as it is a 40 credit module.

You will need to find and secure your own appropriate, paid or unpaid, placement. This can either be from the list of employers provided or another one of your choice. You will also need to apply for a DBS check. Guidance and support will be offered to you. Within your placement you will be allocated a Mentor who will support you and act as a link between the setting and College. You may be visited whilst on placement and feedback will be sought from your Mentor regarding your progress.

The inclusion of work-based learning modules at levels 4 and 5 gives you the opportunity to develop and practice the wide range of transferable skills that have been described in section 2.2. When you complete your studies you will have the certificate which demonstrates that you have subject knowledge; the key transferable skills that you develop will enable you to perform effectively once you complete your studies. This includes leadership and management if you are in position where these skills are part of your role. If not, then you will learn the theory and practice of these skills and how to manage and work with others.

### Lectures

Most modules have timetabled lectures. While lecturing styles may vary, you will need to develop note-taking skills and other techniques to help you get the most out of a lecture. You should develop a style of note-taking that suits you. There is no ‘right method’ but certain general principles are useful:

* Your notes need to be an accurate record of the key points
* Notes should be neat and tidy and in such a form that they can be supplemented easily
* Notes should be presented in a logical fashion and deal with the essentials
* Make a note of questions or doubts and leave space to insert solutions later
* Keep a clear record of references - these will need following up.

In some lectures, you will be given hand-outs of diagrams, key concepts or the material used to deliver the lecture in the form of presentation slides. These are often available for reference electronically. **Reading hand-outs or getting copies of slides is not a substitute for attending the lecture.** You may miss vital verbal information. Most material will be uploaded to Moodle by lecturers.

Lecturers will not give you all the information on a topic but provide a framework from which you can work to develop your knowledge and ideas. While a lecture introduces important concepts, you will need to develop your understanding of these concepts by further reading, research, discussion and working through problems in tutorials.

### Seminars/Tutorials/Workshops

These sessions are meetings of small groups of students. Here you will have a chance to demonstrate what you have learnt and understood and to clarify areas you are not so sure about. Normally you will be assigned to a group and you will have to attend a specific timetabled slot, which will normally be weekly.

A lecturer will manage the session, although the focus is on students’ contributions. Sometimes you will be given assignments beforehand, so you can prepare materials or you might be asked to lead the tutorial in an informal way, or give a formal presentation.

Seminars, tutorials and workshops are a crucial part of the learning process, as you have the opportunity to analyse problems and discuss issues in depth with your peers. You should come to these sessions prepared to participate fully. Although you may be shy at first, you will find that as the group gets to know each other and develop more confidence, these discussions become one of the most valuable parts of your learning.

The ability to work within teams and demonstrate leadership in group situations is a key skill that employers are looking for. It is rare that we work independently; the ability to network, clearly articulate your thoughts and ideas and develop coherent arguments is vital to success in the job market today. Seminars provide you the ideal opportunity to develop and practice these skills.

### Practical’s, fieldwork, studio or other specialist learning environments

Students are encouraged to participate in wider College activities which may be relevant to their programme of study. This is another area where you can develop skills and involvement in the Student Union and the wider life of the College is commended to you. This gives you the opportunity to develop further leadership, management and transferable skills that will contribute to your employability. Past Cornwall College Student Union (CCSU) members have progressed to leadership positions within the National Union of Students (NUS).

### Other Forms of Academic Support

Some modules may have relatively little formally timetabled teaching. This is part of a planned strategy to help you develop and manage your own learning. Where this is the case, forms of academic support may include:

* Feedback on assessed work - to help you develop your knowledge, understanding and skills through undertaking assessments.
* Tutorials by appointment. Teaching staff normally have ‘office hours’ when you can book an appointment to see them.
* Student Portal and email. Staff may use these to initiate discussions and set up learning support groups for their modules.
* Learning packs. Some modules use learning packs for students to work through in their own time. These may involve exercises to help you develop your understanding of the materials.
* Lisa-Marie Arroway (based in LRC, ext 3259) provides **study skills** and assignment support individually and to small groups.  Do remember that it remains the learners’ responsibility to adhere to the style guide and referencing guide.  You receive a copy of these at the beginning of the year and it is also available for you on Moodle.

## Factors Affecting Your Learning

In addition to teaching, academic support and private study there are often factors which influence your learning environment. If you are aware of these, you will be able to manage your studies more effectively.

### Effective Learning

Learning refers not simply to the sum total of facts and information you can recall at a given moment. It also relates to how you use and apply information; and how you find, store and retrieve it. One of your aims as a student should be to become a more effective learner.

The quality of your learning will depend on these starting points:

* Your attitudes, attendance, aims and goals
* Your dedication
* Your aptitude for the subject
* Your intelligence
* Your willingness and ability to learn
* Your use of resources - tutors, books, materials, the work experiences built into the programme, etc - and time - your timetabled lectures and tutorials as well as private study.

To assess how well you are learning, you should frequently check your progress by keeping in touch with your tutors and your fellow students and ensuring you are up-to-date with deadlines.

### Time Management

Good time management lies at the root of effective learning. You will need to plan the use of your time carefully. You will have the demands of your programme, learning in lectures and tutorials, working on assessments and completing your private study to consider.

A personal timetable can help you in assessing all your priorities: paid work, social and family commitments, as well as your studies.

You will have to think realistically about the number of hours that you need to work to be a successful student. If you are studying full-time, we would expect that your lectures, other timetabled sessions and private study taken together will only account for a proportion of the 200 hours of work required for each 20 credit module. However, the amount of study effort required varies from student to student.

### Attendance

You are expected to take responsibility for your learning and attendance in timetabled sessions. In some modules if you do not attend consistently you may risk losing marks, either directly or by missing an assessed presentation or group activity. Any absence also affects your peers as it may disrupt planned group activities and limit the range of discussions. You will be expected to be available for every week of your college terms. Please ensure that holidays are only arranged outside of term and assessment commitments.

**There is a central phone number to ring if you are not going to attend college on a specific day or you can email your tutor using the contact details within this handbook.**

**Please see the section 5.2 Procedures for dealing with late submissions and extenuating circumstances for more details of the consequences of failing to submit work on the due date. This can also include non-attendance for timed assessment, seminars and presentations.**

### Coping with Stress

Stress can be a serious problem, particularly in your first year when you may be adjusting to a new environment, arranging accommodation, managing your finances, living away from home and balancing your time between study and family/work commitments. You are advised to seek support as soon as possible.

### Learning Skills

Some students find the transition to university level study, particularly student-centred learning, more difficult than they expected. This can be because they have not yet developed the required learning skills. Although you will receive help throughout your programme to improve these skills, there is specific support, advice and resources available through the College’s Learning Skills Service concerning: issues such as:

* Presentations
* Essay Writing
* Referencing
* Time Management
* Reading and Note-taking
* Revision and Examinations

Cornwall College Resources at: Intranet/ Learning Services/ online databases/ academic writing

<https://intranet.cornwall.ac.uk/intranet/learning-services/InternetResearch.htm>

Plymouth University resources are available at:

<https://www.plymouth.ac.uk/business-partners/partnerships/academic-partnerships/study-guide>

# Assessment

Your performance in a module will be assessed during the academic year, normally through a combination of coursework and end of year examinations. You must pass the assessments in order to be credited with that module for your degree. In addition, some modules may have to be passed as pre-requisites for others taken later in your programme.

The method of assessment varies between modules and your lecturers will advise you of the method(s) to be used. This reflects the need to develop a range of different knowledge, understanding and skills. During your programme you may experience some, or all, of the following types of assessment:

* Coursework essay questions
* Coursework group reports
* Coursework case study problems
* Group presentations
* Small group assessed discussions
* Formal examinations
* In-class tests
* Online assessments
* Portfolios
* Research project

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

You will also have the opportunity to discuss aspects of your work with peers or a tutor through formative assessment. This can take place in tutorials, in class activities and study groups and gives you an excellent opportunity to clarify your progress and receive feedback on how to improve.

Please note that **ALL** assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board. If you do well enough, i.e. you average a mark of over 70% over all your modules at the end of your programme then you will qualify for the award of a Degree with distinction. You should note marks of 70% and over are awarded for outstanding work only.

## Indicative Programme Assessment Schedule

See individual Module Handbooks for submission deadlines and how to submit your work.

## 

## Procedures for dealing with late submissions and extenuating circumstances

Your programme operates under Plymouth University Academic Regulations. To view, go to: [*https://www1.plymouth.ac.uk/essentialinfo/regulations*](https://www1.plymouth.ac.uk/essentialinfo/regulations)

You should also ensure that you are familiar with the extenuating circumstances policy. This is a separate document which is available on Moodle and from the website link above.

## Academic Offences

Issues of plagiarism and any form of academic dishonesty are treated very seriously. They could result in you failing a module or even having to leave your programme.

Support concerning citing references, or using any other form of intellectual property, most particularly from web based material is available from your Learning Centre

Further support is available from Plymouth University at: <https://www1.plymouth.ac.uk/essentialinfo/regulations>

You will be required to use the Harvard Referencing System. There are many variations of the Harvard system but you should follow the guidelines for this programme which will be given to you at induction. The purpose of referencing is to indicate in both the text and reference list where an idea is not original. (See the University of Plymouth Academic Regulations/ assessment offences for further detail.). **Failure to credit ideas presented in your assessments to the original author/s constitutes plagiarism which is the most commonly occurring academic offence (whether intentional or unintentional).** There are four main types of plagiarism:

(1) **copying** – more than a single phrase from another text without the use of quotation marks and referencing;

(2) **close paraphrasing** – rewording text to ‘disguise’ the fact you are using somebody else’s work;

(3) **summarising** – rewording and reducing key ideas and information to fewer words without acknowledgement and

(4) **taking intellectual ideas or data** – generally passing off someone else’s ideas as your own without acknowledgement.

Further support concerning citing references, or using any other form of intellectual property, most particularly from web based material is available from the University of Plymouth at: <http://staff.plymouth.ac.uk//studhand/Examinations/intranet.htm>

Academic offences and academic dishonesty, including plagiarism, are treated very seriously in the University and in the College, and the University’s academic dishonesty process will be invoked. **A student who is proven to have committed an academic offence may be placing his or her degree in jeopardy**. It is your responsibility as a student to make sure that you understand what constitutes an academic offence, and in particular, what plagiarism is and how to avoid it.

# Progression Opportunities

As a graduate there are many opportunities for you to progress onto Masters level programmes and post graduate courses.

The health, community and social science sector is diverse not only in the areas in which it works but also in its activities and its service users. Its main fields of work span such areas as health, community development, education, social welfare, housing, residential care and personal services. In any community, in addition to statutory bodies, there are likely to be small community groups that seek to meet the needs of particular communities (pre-school groups, tenants associations and so on), together with other voluntary organisations providing services for the public such as the Citizens Advice Bureau. Other organisations provide services for specific groups that may have entered into contractual arrangements with a statutory body such as carers groups, drug and alcohol advice agencies, women’s refuges and homeless agencies. More widely still, organisations requiring the skills of health and social care students include groups organised around the pursuit of equal opportunities such as those seeking greater equality of opportunity for people with disability. Others include organisations providing training and education opportunities for such interest groups as minority ethnic groups or trade unions. All of the above will welcome health, community and social science graduates.

Your Programme Manager has access to University staff and is able to liaise in relation to your questions regarding progression to programmes at Plymouth University.

Progression routes are correct at the time of publication but they may be subsequently amended.

# Programme Outline

**STAGE ONE CORE MODULES**

**CORC1177** Health, Welfare and Social Policy **(20 credits)**

This module will examine the social construction of needs in society and consider the implications of policy responses to meet those needs. This will involve an exploration of the changing relationship between State, market and familial responses to need in the mixed economy of welfare. Issues of social exclusion, discrimination, equal opportunities and poverty will also be explored.

**CORC1151 Values and Ethics in the Workplace (20 credits)**

This module considers introduces the student to the importance of ethics and values in social, health, and community work including mental health, the police and criminal justice system, probation, substance misuse teams, counselling, childcare and housing workers etcetera. Critical reflection using practice examples will be encouraged. This module considers moral, agency and organisational dilemmas and the choices which could be made and the moral and ethical structure underpinning them.

**CORC1153 Professional Practice: Skills for Employment (20 credits)**

This module encourages students to consider some of the key skills required of professionals working in the field of health and social care and to reflect upon their own skills and abilities. Drawing upon their work experience, students will consider how the needs of service users are met.

**CORC1212 Keeping Children, Young People and Vulnerable Adults Safe (20 credits)**

The aim of this module is to develop students’ awareness of issues around safeguarding children, young people and vulnerable adults. As well as looking at signs and symptoms, long and short term effects, consideration will be given to empowering children, young people and vulnerable adults to keep themselves safe.

**CORC1154 Sociological Perspectives (20 Credits)**

This module will introduce students to some of the major competing and converging sociological theories and will help students to foster a critical evaluation of them. It will help students to develop their awareness of social influences and to have an understanding of current solutions to social problems.

**CORC1155 Developmental Psychology (20 credits)**

This module will encourage students to draw on their own personal and/or professional (occupational) experiences to understand the influences that contribute to our unique development as human beings. The module will then building upon personal conceptualisations to explore major theoretical explanations within developmental psychology in order to evaluate their usefulness for understanding the processes and consequences of development.

**STAGE TWO CORE MODULES**

**CORC2125 Research in Social Issues (20 credits)**

This module facilitates students’ development of analytical skills necessary to evaluate and carry out research in an area of social care.

**CORC2124 Development through Work (20 credits)**

This module will allow students to reflect upon their work placement experience and give opportunity to plan, deliver and evaluate appropriate work-based activities.

**STAGE TWO OPTIONAL MODULES**

**CORC2126 Independent Study (20 credits)**

This module provides the students with the opportunity to work independently in investigating a topic that has particular interest for them and that has vocational relevance.

**CORC2128 Biological Aspects of Health (20 credits)**

This module introduces students to the concept of health and disease. It will introduce the concept of homeostasis and what happens to the body when homeostasis is lost and dysfunction results. A link will be made between biological concepts and healthcare practice

**HEAB221M Changing Practice (20 credits)**

This module will explore change management, team working and leadership theories and develop the related skills of communication, innovation, negotiation and recognising stress. It will enable the student to investigate and analyse an issue of interest within the practice setting using research and other evidence.

**CORC2129 Psychology in the Workplace (20 credits)**

This module will focus on factors that affect the ways in which we respond to features within work environments. This will take into account the nature of work place relationships, roles and constraints. Students will be encouraged to draw upon their own experiences of work in order to form a basis for more elaborate psychological constructions.

**CORC2168 Sociology of Health (20 credits)**

This module explores the different paradigms for perceiving and organising health and social care, adopting a cultural anthropological approach to examine these different frameworks. It will also offer students the opportunity to explore the unequal distribution of health in relation to class, gender and ethnicity, before examining the relationship between sociological perspectives on health and social policy.

**CORC2153 Perspectives on Disability (20 credits)**

This module gives students the opportunity to explore the experience of disability and analyses the medical and social models of disability. It aims to provide students with a critical understanding of the needs of people with disabilities and how these needs may be articulated and met. It gives students an opportunity to evaluate service provision and methods of intervention.

**CORC2154 Psychological Processes (20 credits)**

This module builds on a reflection of the student’s own experiences of learning with consideration of the way children retain information and how adults can support learning. There will be consideration of a range of cognitive processes and the effect of social and emotional influences.

**CORC2133 Psychology and Interactions (20 credits)**

This module will provide the students with the opportunity to further develop their knowledge of psychological theories by studying how they contribute to our understanding of social interactions.

**CORC2134 Applying Social Theory (20 credits)**

This module explores the development of social theory from its origins to the present day, before applying social theory to a social problem. It is concerned with challenging common-sense assumptions about the social world, in particular utilising social theory to examine the tensions that exist in the world today.

**CORC2152** **Issues in Mental Health (20 credits)**

This module helps students develop an understanding of key issues in mental health. It will direct the student to a variety of models used by mental health professionals and also consider the socio-political dimensions of issues in mental health and practical issues of service provision. It will explore the legislative and social policy framework and how these influence professional practice and service users

**CORC2167** **History of Western Political and Social Theory** **(20 credits)**

This module underpins students’ knowledge of social science by exploring the theoretical emergence and development of social theory within the policy context that key welfare services are provided and delivered.

**CORC2181 Social Enterprise and Social Entrepreneurship (20 credits)**

This module provides an introduction to social enterprise and social entrepreneurship.

**STAGE THREE CORE MODULES**

**CORC334 Health, Community and Social Sciences Dissertation (40 credits)**

The dissertation provides students with an opportunity to explore a subject of their own choice in considerable detail and depth, under academic supervision. In doing so, students will have gained a critical knowledge and understanding of a specific health, community or social science related topic together with a critical appreciation of how to manage a central part of the research process. The subject must be health, community or social science related.

**STAGE THREE OPTIONAL MODULES**

**CORC336 Promoting Health (20 credits)**

This module gives students the opportunity to analyse definitions of health and to explore the scope of health promotion and the nature of multi-disciplinary approaches. It allows students to evaluate concepts and approaches in relation to health promotion. Students will evaluate the role of health promotion in the light of social divisions and engage in debate on ethical, social and political issues in relation to contemporary health promotion.

**CORC337 Work-based Learning (40 credits)**

This module provides the opportunity to link and apply knowledge and understanding of Health and Social Care to the work setting (either in placement or paid work) and to enhance career prospects within Health and Social Care Management.

**CORC338 Rural Poverty (20 credits)**

An exploration of contemporary issues surrounding both the content and context of the subject of poverty in rural areas. The module draws on recent studies discussing both the usefulness and difficulties surrounding the issue of defining rurality. In addition the module explores the key problems facing those living in rural areas, who may be termed ‘disadvantaged’ or ’socially excluded’ and who find themselves living in rural areas, however rural is defined.

**CORC339 Working with Young People (20 credits)**

This module provides students with theories and research relating to adolescents. Frameworks of analysis will be outlined to enable the student to identify pathways to resolve a given problem. Students will be encouraged to analyse complex issues within family settings.

**SCWC332 Counselling (20 credits)**

This module is concerned with the main counselling approaches currently in use and their appropriateness and effectiveness in different Agencies, situations and contexts.

**CORC340 Youth justice (20 credits)**

This module deals with the changing conception of youth justice and examines the direction taken by policies developed to deal with young offenders

**CORC341 Communal and National Identity (20 credits)**

This module deals with the complex nature of identity in its local, national and global context. It explores the frameworks of similarity and difference that facilitate and formulate social interaction.

**CORC342 Community, Exclusion and Social Control (20 credits)**

This module will enable student to develop a detailed understanding of theories of community from Tonnies to Etzioni, examining tensions between notions of inclusion, exclusion and social control of all which inform current policy.

**CORC343 Cognitive Behavioural Therapy (20 credits)**

This module aims to provide students with the means to develop knowledge of key aspects of cognitive behavioural theory and practice in relation to moderate mental health disorders.

**CORC366 Psychology in Practice**

An examination of a range of psychological theories and research findings to consider how such ideas inform an understanding across a range of professionals. To explore research findings which might offer insights into the way in which human beings relate to each other as well as to critically examine some psychological concepts in relation to professional practices. These ideas and concepts will be explored within the context of different psychological perspectives and approaches.

**CORC344 Globalisation and Localisation (20 credits)**

This module examines global and local connections on a range of issues including socially, economical, politically and environmentally. It will explore the tensions that exist in global and local development and give you an understanding of the impact that global developments have on the lives of local people. It is taught by a team who specialise in each area.

**CORC346 Childcare and Mental Health (20 Credits)**

This module is concerned with current developments in the area of child protection and effective work with people with mental health problems. It provides information and research findings on each of these areas and considers the relationship to impact on and significance for the other area.

**CORC348 Collaboration and Multi Agency Working (20 Credits)**

This module is concerned with theories, principles, problems and practices of inter, multi-agency and multi -disciplinary working within human services, in statutory, non-statutory and hybrid settings. It also examines the techniques and skills of creating and maintaining teams, networks and alliances within these settings.

## Additional Programme Specific Information or Guidance

Students will be working in areas where Criminal Records Bureau checks will be required.

## Programme Specification

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

### Programme Specification

**Awarding Institution:** University of Plymouth

**Teaching Institution:** Cornwall College Camborne

**Final Award:**BSc (Hons)

**Intermediate Awards:**Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

**Programme Title:** BSc (Hons) Health, Community and Social Sciences

**UCAS Code:** LL53

**JACS Code:** LL53

**Benchmarks:** Informed by Health studies, Sociology, Social Policy and Administration and Psychology

**Date of Approval:** April 2013

**Admissions Criteria:**

|  |  |
| --- | --- |
| **Qualification(s) Required for Entry to the BSc (Hons) Health, Community and Social Sciences** | **Comments** |
| **Candidates must have at Level 2:** | |
| At Level 2 | |
| Key Skills requirement/Higher Level Diploma | 20 points may count towards entry |
| **and/or** | |
| GCSEs required at Grade C and above | Supporting passes usually in English and Maths, plus others to make up UCAS tariff (see below) |
| **Plus at least one of the following Level 3 qualifications:** | |
|  |  |
| A Levels required: | At least one A2 level pass with supporting GCSEs to reach UCAS tariff 120 points |
| Advanced Level Diploma | 120 UCAS points in a relevant subject area |
| BTEC National Certificate/Diploma | Pass or better in relevant subject area |
| HNC/D | HNC in a relevant subject area |
| VDA: AGNVQ, AVCE, AVS | Merit or better in relevant subject area |
| Access to HE or Year 0 provision | Access to Higher Education Award with 16 credits at level 3. |
| International Baccalaureate | Awarded a diploma |
| Irish/Scottish Highers/Advanced Highers | Grades sufficient to reach UCAS tariff 120 points |
| Work Experience | This is not a pre-course requirement, but could be an advantage. |
| Other non-standard awards or experiences | Will be considered on an individual basis. |
| APEL/APCL possibilities | A maximum of 50 % of the programme with applications for APL being considered on an individual basis |
| Interview/portfolio requirements | All applicants will be required to attend an interview |
| Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required | DBS check will be required (at the student’s own cost). |

|  |  |
| --- | --- |
| **Qualification(s) Required for Direct Entry to the BSc (Hons) Health, Community and Social Sciences** | 240 HE credits of which at least 120 must be at Level 5. The credits must be in a related discipline. |

|  |
| --- |
| **Aims of the Programme:** |
| The programme is intended to produce individuals who have greater knowledge and understanding of the Health and social care within the community and the social sciences. In detail the programme aims to:   1. To develop knowledge and understanding in a range of health, community and social science areas. 2. Develop the intellectual and practical skills of the student in the collection, analysis and interpretation of Health, community and social science knowledge. 3. Prepare students for employment in a wide range of Health, Community and social science contexts. 4. Provide a programme which takes students from a variety of academic and vocational backgrounds and rapidly accelerates their knowledge, understanding and skills to achieve and to promote lifelong learning. 5. Provide students with an understanding of the interconnected nature of health, community and social sciences within society. |

|  |
| --- |
| **Programme Intended Learning Outcomes (LO):** |
| By the end of this programme the student will be able to:   1. Critically review knowledge in the field of health, community and social sciences, utilising appropriate techniques of investigation and analysis. 2. Critically evaluate concepts and evidence from a range of sources in terms of their implications for policy and/or practice in selected vocational fields 3. Make use of knowledge and skills gained in specialist contexts to investigate and resolve issues in aspects relevant to chosen health, community or social science areas 4. Demonstrate a capacity for logical thinking and an ability to make and defend judgements. 5. Function effectively and efficiently as a member of a team and contribute to an organisation using a wide range of skills gained through work based learning and reflective practice 6. Provide relevant support to effectively prepare students for employment. |

### Brief Description of the Programme

The first year will cover a range of modules which will introduce you to various aspects of Health, Community and Social Sciences. This course has been designed around themes of learning including Sociology, Psychology, Health and Community Studies that you can enter in year 2. The first year is designed to give you a sound grounding in Sociology and Psychology as these form two themes and then the remaining core modules focus on employability skills. These themes have modules recommended to them, but choice is not limited. These themes only allow students the opportunity to develop an academic profile attractive to a prospective employer. Learners, can in fact, choose any module on offer in the college relevant to Social Science and approved by the Programme Committee although not all of these modules will necessarily run every year. Work-based learning is included here and you will need to identify a placement. You will have been asked about this at interview. There are six core modules and no optional modules in year one.

The second year allows you to start your theme with suggested modules although again you can move between themes in line with your interests or intended career. There is some cross over between this course and other programmes of study depending on the modules that you choose so you may be taught with other groups of learners. Research methods are included to prepare for stage 3. Work-based learning is included here and you will need to identify a placement. There are two core modules this year and you will be able to choose four optional modules.

In your final year you will complete your dissertation which accounts for one third of your course. You will have a choice again of working within your theme or undertaking a wide range of modules. Most modules in the final year are taught across the year rather than in terms or semesters so you might not start a new set in late January. There is the option to continue the work-based learning trend by undertaking a 40 credit work-based learning course although this will restrict you to just one other option. There are two core modules this year and up to three optional modules.

Further detail about the content of each module is split by year in section 7 within this handbook,

**College: Cornwall College 2707**

**Year: 2015/2016**

**PU Course Code: 4555**

**Programme: BSc (Hons) Health, Community and Social Sciences**

**Mode of Attendance: Full Time**

**Total Credits: 360**

**Note: Full Time Top Up is available over 1 year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage 1** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC1151 | Values and Ethics in the Workplace | 20 | Core |
| CORC1153 | Professional Practice: Skills for Employment | 20 | Core |
| CORC1154 | Sociological Perspectives | 20 | Core |
| CORC1155 | Developmental Psychology | 20 | Core |
| CORC1177 | Health, Welfare and Social Policy | 20 | Core |
| CORC1212 | Keeping Children, Young People and Adults at Risk Safe | 20 | Core |

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage 2** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC2124 | Development through Work | 20 | Core |
| CORC2125 | Research in Social Issues | 20 | Core |
| **Students must pick 80 credits from the modules below** | | | |
| CORC2126 | Independent Study | 20 | Optional |
| CORC2128 | Biological Aspects of Health | 20 | Optional |
| CORC2129 | Psychology in the Workplace | 20 | Optional |
| CORC2133 | Psychology and Interactions | 20 | Optional |
| CORC2134 | Applying Social Theory | 20 | Optional |
| CORC2152 | Issues in Mental Health | 20 | Optional |
| CORC2153 | Perspectives on Disability and Learning Disability | 20 | Optional |
| CORC2154 | Psychological Processes | 20 | Optional |
| CORC2167 | History of Western Political and Social Theory | 20 | Optional |
| CORC2181 | Social Enterprise | 20 | Optional |
| CORC2182 | Sociology of Health | 20 | Optional |
| HEAB221M | Changing Practice | 20 | Optional |

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage 3** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC364 | Dissertation | 40 | Core |
| **Students must pick 80 credits from the modules below** | | | |
| CORC336 | Promoting Health | 20 | Optional |
| CORC337 | Work-based Learning | 40 | Optional |
| CORC338 | Rural Poverty | 20 | Optional |
| CORC339 | Working with Young People | 20 | Optional |
| CORC340 | Youth Justice | 20 | Optional |
| CORC343 | Cognitive Behavioural Therapy | 20 | Optional |
| CORC346 | Childcare and Mental Health | 20 | Optional |
| CORC348 | Collaboration and Multiagency working | 20 | Optional |
| CORC365 | Social and Political Identity | 20 | Optional |
| CORC366 | Psychology in Practice | 20 | Optional |
| SCWC332 | Counselling | 20 | Optional |

**College: Cornwall College 2707**

**Year: 2015/2016**

**PU Course Code: 4879**

**Programme: BSc (Hons) Health, community and social sciences**

**Mode of Attendance: Part Time**

**Total Credits: 360**

**Note: Part Time Top Up is available over 2 years**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1 - Stage 1** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC1151 | Values and Ethics in the Workplace | 20 | Core |
| CORC1154 | Sociological Perspectives | 20 | Core |
| CORC1177 | Health, Welfare and Social Policy | 20 | Core |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2 - Stage 1** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC1153 | Professional Practice: Skills for Employment | 20 | Core |
| CORC1155 | Developmental Psychology | 20 | Core |
| CORC1212 | Keeping Children, Young People and Adults at Risk Safe | 20 | Core |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3 - Stage 2** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC2124 | Development through Work | 20 | Core |
| **Students must pick 40 credits from the modules below** | | | |
| CORC2126 | Independent Study | 20 | Optional |
| CORC2128 | Biological Aspects of Health | 20 | Optional |
| CORC2129 | Psychology in the Workplace | 20 | Optional |
| CORC2133 | Psychology and Interactions | 20 | Optional |
| CORC2134 | Applying Social Theory | 20 | Optional |
| CORC2152 | Issues in Mental Health | 20 | Optional |
| CORC2153 | Perspectives on Disability and Learning Disability | 20 | Optional |
| CORC2154 | Psychological Processes | 20 | Optional |
| CORC2167 | History of Western Political and Social Theory | 20 | Optional |
| CORC2181 | Social Enterprise | 20 | Optional |
| CORC2182 | Sociology of Health | 20 | Optional |
| HEAB221M | Changing Practice | 20 | Optional |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4 - Stage 2** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC2125 | Research in Social Issues | 20 | Core |
| **Students must pick 40 credits from the modules below** | | | |
| CORC2126 | Independent Study | 20 | Optional |
| CORC2128 | Biological Aspects of Health | 20 | Optional |
| CORC2129 | Psychology in the Workplace | 20 | Optional |
| CORC2133 | Psychology and Interactions | 20 | Optional |
| CORC2134 | Applying Social Theory | 20 | Optional |
| CORC2152 | Issues in Mental Health | 20 | Optional |
| CORC2153 | Perspectives on Disability and Learning Disability | 20 | Optional |
| CORC2154 | Psychological Processes | 20 | Optional |
| CORC2155 | Keeping Children, Young People and Vulnerable Adults Safe | 20 | Optional |
| CORC2167 | History of Western Political and Social Theory | 20 | Optional |
| CORC2181 | Social Enterprise | 20 | Optional |
| CORC2182 | Sociology of Health | 20 | Optional |
| HEAB221M | Changing Practice | 20 | Optional |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 5 - Stage 3** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| **Students must pick 60 credits from the modules below** | | | |
| CORC336 | Promoting Health | 20 | Optional |
| CORC337 | Work-based Learning | 40 | Optional |
| CORC338 | Rural Poverty | 20 | Optional |
| CORC339 | Working with Young People | 20 | Optional |
| CORC340 | Youth Justice | 20 | Optional |
| CORC343 | Cognitive Behavioural Therapy | 20 | Optional |
| CORC346 | Childcare and Mental Health | 20 | Optional |
| CORC348 | Collaboration and Multiagency working | 20 | Optional |
| CORC365 | Social and Political Identity | 20 | Optional |
| CORC366 | Psychology in Practice | 20 | Optional |
| SCWC332 | Counselling | 20 | Optional |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 6 - Stage 3** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC364 | Dissertation | 40 | Core |
| **Students must pick 20 credits from the modules below** | | | |
| CORC336 | Promoting Health | 20 | Optional |
| CORC337 | Work-based Learning | 40 | Optional |
| CORC338 | Rural Poverty | 20 | Optional |
| CORC339 | Working with Young People | 20 | Optional |
| CORC340 | Youth Justice | 20 | Optional |
| CORC343 | Cognitive Behavioural Therapy | 20 | Optional |
| CORC346 | Childcare and Mental Health | 20 | Optional |
| CORC348 | Collaboration and Multiagency working | 20 | Optional |
| CORC365 | Social and Political Identity | 20 | Optional |
| CORC366 | Psychology in Practice | 20 | Optional |
| SCWC332 | Counselling | 20 | Optional |

### Progression Route(s)

This full degree programme allows progression routes at post graduate level which include the following courses:

* Postgraduate Certificate in Education (incorporating DTLLS)
* MSc Disability Research in Professional Practice at the University of St Mark & St John
* MA Social Work at Plymouth University
* Other Master level Programmes nationally
* Other postgraduate Programmes nationally

Progression is, of course, subject to you successfully completing the application process for any course that you apply for.

### Any Exceptions to Plymouth University Regulations

None Required

### Teaching Methods and Assessments

|  |  |
| --- | --- |
| **A: Development of Knowledge and Understanding** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to demonstrate knowledge and understanding of:     1. a critical understanding of the development of knowledge in the fields of Social Science, Health and Community Studies 2. an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, 3. drawing, as appropriate, from service, research and professional contexts 4. their understanding of the subject through both academic and professional reflective practice 5. their research and problem-solving abilities by critically understanding methods of acquiring, 6. interpreting and analysing information appropriate to their context of study 7. an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice. | **Primary**   * Lectures and tutorials * Directed independent study * Learning from work experience   **Secondary**   * Case studies * Visiting Speakers * Problem-solving exercises * Report writing * Moodle material * Plymouth University Student Portal |
| **NB: Benchmark References**   * Health Studies * Social Policy and Administration: 3.2, 3.3, 3.2.4, 3.2.6, 3.2.7. 3.2.8, 3.2.9, 3.2.11, 3.2.13 * Sociology: 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.8 | **Assessment**  Key knowledge and understanding is assessed via a combination of tests, examinations, essays, presentations and seminar performances. |

|  |  |
| --- | --- |
| **B: Cognitive and Intellectual Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   1. research and assess subject specific facts, theories, paradigms, principles and concepts 2. critically assess and evaluate evidence 3. critically interpret data and text 4. describe and analyse information 5. apply knowledge to the solution of familiar and unfamiliar problems 6. develop a reasoned argument and challenge assumptions | **Primary**   * Class exercises * Tutorial/seminar discussions * Feedback via coursework assessment process (essays etc)   **Secondary**   * Policy and practice analysis in surgeries |
| **NB: Benchmark References**   * Health Studies * Social Policy and Administration:4.2, 4.3 * Sociology 6.2. 6.3 * Psychology 6.c.1 | **Assessment**   * Assessed discussions * Essays/projects/dissertations * Examinations/tests * Coursework/group work on practical application questions |

|  |  |
| --- | --- |
| **C: Key Transferable Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   1. Literary and information processing 2. Self-management 3. Communication (oral, written, CIT) 4. Numeracy/quantitative skills (reflection etc) 5. Ability to self-appraise and reflect on learning 6. Ability to plan and manage learning | **Primary**   * Library and other research exercises * Group work awareness and practice * Work-based learning * Dissertation supervision sessions   Secondary   * Class and seminar interactions and feedback |
| **NB: Benchmark References**   * Health Studies * Social Policy and Administration: 4.1, 4.2, 4.4, 6.3.3 * Sociology 4.3 * Psychology 6.d.1 | **Assessment**   * Coursework of all types * Examination preparation and completion * Assessed discussions * Group work assessments |

|  |  |
| --- | --- |
| **D: Employment Related Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   * undertake further training and develop new skills within a structured and managed environment * qualities and transferable skills necessary for employment requiring the exercise of personal responsibility | **Primary**   * Learning from work experience * Class and seminar interactions and feedback   **Secondary** |
| **E: Practical Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   * plan, design and execute practical activities using appropriate techniques and procedures * undertake fieldwork with due regard for safety and risk assessment | * Projects * Designated tasks * Lectures and tutorials * Learning from work |
| **NB: Benchmark References**   * Health Studies * Social Policy and Administration: 4.1, 4.2, * Sociology 4.1 * Psychology 6.d.1 | **Assessment**   * Project work * Competence in a range of appropriate communication techniques |

### Learning Outcomes Maps for BSc (Hons) Health, Community and Social Sciences at HE Levels 4, 5 and 6

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcomes Map** | **Level 4** | | |
| **Graduate Attributes and Skills** |  |  |  |
| **Core Programme Intended Learning Outcomes** | **Programme Aim** | **Programme Learning Outcome** | **Related Core Modules** |
| 1. **Knowledge/ Understanding**   Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study. In particular:   1. a critical understanding of the development of knowledge in the fields of Social Science, Health and Community Studies 2. an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, 3. drawing, as appropriate, from service, research and professional contexts 4. their understanding of the subject through both academic and professional reflective practice 5. their research and problem-solving abilities by critically understanding methods of acquiring, 6. interpreting and analysing information appropriate to their context of study 7. an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice. | 1,2,5  1, 2,3,5  1,2, 5  1,2  1, 2  1,2,5  1, 2, ,5 | 1,2, 4, 6  1, 2, 3, 5, 6  1, 2, 3, 5, 6  1, 2, 3, 5  2, 4  1, 2, 3, 4, 6  1, 2, 3, 4, 5, 6 | **CORC1153**  **CORC1153**  **CORC1153** and **CORC1151**  **CORC1153** and **CORC1151**  **CORC1153** and **CORC1151**  **CORC1153** and **CORC1151**  **CORC1151** |
| * **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:   1. research and assess subject specific facts, theories, paradigms, principles and concepts 2. critically assess and evaluate evidence 3. critically interpret data and text 4. describe and analyse information 5. apply knowledge to the solution of familiar and unfamiliar problems 6. develop a reasoned argument and challenge assumptions | 1,2  2  2  1,2  1  2 | 1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  4, 6 | **CORC1177**,**CORC1151**,  **CORC1155**,CORC112, **CORC1154** and  **CORC1155**  **CORC1151**  **CORC1155**  **CORC1151**  **CORC1155**  **CORC1151** |
| * **Key / Transferable Skills** (generic)   Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular to:   1. Literary and information processing 2. Self-management 3. Communication (oral, written, CIT) 4. Numeracy/quantitative skills (reflection etc) 5. Ability to self-appraise and reflect on learning 6. Ability to plan and manage learning | 1, 2  2,3  2, 3  2, 3  2, 3, 5  2, 3 | 1,2, 6  1,3, 4, 6  1, 2, 4  1, 2, 4  3, 4, 5, 6  1, 3, 4, 6 | **CORC1153**  **CORC1155**  **CORC1153**  **CORC1153**  **CORC1153**  **CORC1153** |
| * **Employment-related skills**   Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to:   1. undertake further training and develop new skills within a structured and managed environment 2. qualities and transferable skills necessary for employment requiring the exercise of personal responsibility | 2, 3, 4  2,3, 4 | 3, 4, 5, 6  3, 4, 5, 6 | **CORC1153**  **CORC1153** |
| 1. **Practical Skills** *(*subject specific) 2. plan, design and execute practical activities using appropriate techniques and procedures 3. undertake fieldwork with due regard for safety and risk assessment | 2, 3, 4, 5  2, 3 | 3, 4, 5  3, 4, 5 | **CORC1153**  **CORC1153** |

|  |  |  |  |
| --- | --- | --- | --- |
| Degree Intended Learning Outcomes Map | **Level 5** | | |
| **Graduate Attributes and Skills** |  |  |  |
| **Core Programme Intended Learning Outcomes** | **Programme Aim** | **Programme Learning Outcome** | **Related Core Modules** |
| 1. **Knowledge/ Understanding**   Knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject(s) and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. They will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. In particular:   1. a critical understanding of the development of knowledge in the fields of Social Science, Health and Community Studies 2. an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, 3. drawing, as appropriate, from service, research and professional contexts 4. their understanding of the subject through both academic and professional reflective practice 5. their research and problem-solving abilities by critically understanding methods of acquiring, 6. interpreting and analysing information appropriate to their context of study 7. an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice. | *1,2,5*  *1, 2,3,5*  *1,2, 5*  *1,2*  *1, 2*  *1,2,5*  *1, 2, ,5* | *1,2, 4, 6*  *1, 2, 3, 5, 6*  *1, 2, 3, 5, 6*  *1, 2, 3, 5*  *2, 4*  *1, 2, 3, 4, 6*  *1, 2, 3, 4, 5, 6* | CORC2125  CORC2125  CORC2125  CORC2124  CORC2125  CORC2125  CORC2124 |
| 1. **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:   1. research and assess subject specific facts, theories, paradigms, principles and concepts 2. critically assess and evaluate evidence 3. critically interpret data and text 4. describe and analyse information 5. apply knowledge to the solution of familiar and unfamiliar problems 6. develop a reasoned argument and challenge assumptions | 1,2  2  2  1,2  1  2 | 1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  4, 6 | CORC2125  CORC2125  CORC2125  CORC2125  CORC2124  CORC2125 |
| 1. **Key / Transferable Skills** (generic)   Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. In particular:   1. Literary and information processing 2. Self-management 3. Communication (oral, written, CIT) 4. Numeracy/quantitative skills (reflection etc) 5. Ability to self-appraise and reflect on learning 6. Ability to plan and manage learning | 1, 2  2,3  2, 3  2, 3  2, 3, 5  2, 3 | 1,2, 6  1,3, 4, 6  1, 2, 4  1, 2, 4  3, 4, 5, 6  1, 3, 4, 6 | CORC2124, CORC2125 |
| 1. **Employment-related skills**   Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular:   1. undertake further training and develop new skills within a structured and managed environment 2. qualities and transferable skills necessary for employment requiring the exercise of personal responsibility | 2, 3, 4  2,3, 4 | 3, 4, 5, 6  3, 4, 5, 6 | CORC2124  CORC2124 |
| 1. **Practical Skills** (subject specific) 2. plan, design and execute practical activities using appropriate techniques and procedures 3. undertake fieldwork with due regard for safety and risk assessment | 2, 3, 4, 5  2, 3 | 3, 4, 5  3, 4, 5 | CORC2124  CORC2124 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcomes Map** | **Level 6** | | |
| **Graduate Attributes and Skills** |  |  |  |
| **Core Programme Intended Learning Outcomes** | **Programme Aim** | **Programme Learning Outcome** | **Related Core Modules** |
| **Knowledge/ Understanding**  A systematic understanding of key aspects of health community and social sciences, including acquisition of detailed knowledge, which is informed by work, thinking, research and scholarship at the forefront of defined aspects of the discipline. The ability to deploy accurately established techniques of analysis and enquiry within the field of health community and social sciences, to extend their knowledge and understanding. The ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding in practice. In particular:   1. a critical understanding of the development of knowledge in the fields of Social Science, Health and Community Studies 2. an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, 3. drawing, as appropriate, from service, research and professional contexts 4. their understanding of the subject through both academic and professional reflective practice 5. their research and problem-solving abilities by critically understanding methods of acquiring, 6. interpreting and analysing information appropriate to their context of study 7. an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice. | *1,2,5*  *1, 2,3,5*  *1,2, 5*  *1,2*  *1, 2*  *1,2,5*  *1, 2, ,5* | *1,2, 4, 6*  *1, 2, 3, 5, 6*  *1, 2, 3, 5, 6*  *1, 2, 3, 5*  *2, 4*  *1, 2, 3, 4, 6*  *1, 2, 3, 4, 5, 6* | CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335 |
| **Cognitive / Intellectual Skills** (generic)  Evidence an appreciation of the uncertainty, ambiguity and limits of knowledge. Critically evaluate arguments, assumptions, abstract concepts and data to make judgments, and to frame appropriate questions to achieve a solution to a problem. Devise and sustain arguments to solve problems using ideas and techniques, informed by work, thinking, research and scholarship and justify a personal position in relation to the subject. In particular to:   1. research and assess subject specific facts, theories, paradigms, principles and concepts 2. critically assess and evaluate evidence 3. critically interpret data and text 4. describe and analyse information 5. apply knowledge to the solution of familiar and unfamiliar problems 6. develop a reasoned argument and challenge assumptions | 1,2  2  2  1,2  1  2 | 1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  1, 2, 3, 4, 6  4, 6 | CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335  CORC334, CORC335 |
| **Key / Transferable Skills** (generic)  Evidence the ability to manage their own learning and to analyse and evaluate scholarly reviews and primary sources to extend their learning. Evidence the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. In particular to:   1. Literary and information processing 2. Self-management 3. Communication (oral, written, CIT) 4. Numeracy/quantitative skills (reflection etc) 5. Ability to self-appraise and reflect on learning 6. Ability to plan and manage learning | 1, 2  2,3  2, 3  2, 3  2, 3, 5  2, 3 | 1,2, 6  1,3, 4, 6  1, 2, 4  1, 2, 4  3, 4, 5, 6  1, 3, 4, 6 | CORC334, CORC335  CORC334  CORC334, CORC335  CORC334  CORC334  CORC334 |
| **Employment-related skills**  Students will be able to demonstrate the qualities and transferable skills necessary for employment including the exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts, and the learning ability needed to undertake appropriate further training of a professional. In particular:   1. undertake further training and develop new skills within a structured and managed environment 2. qualities and transferable skills necessary for employment requiring the exercise of personal responsibility | 2, 3, 4  2,3, 4 | 3, 4, 5, 6  3, 4, 5, 6 | CORC334, CORC335  CORC334 |
| **Practical Skills** *(*subject specific)   1. plan, design and execute practical activities using appropriate techniques and procedures 2. undertake fieldwork with due regard for safety and risk assessment | 2, 3, 4, 5  2, 3 | 3, 4, 5  3, 4, 5 | CORC334  CORC334 |

# 5.Definite Module Records

Definitive Module Records for programme. Please open document and then double click on the front page to expand.



# Appendix

* Formative and summative assessment details

Formative and summative assessment details are contained within each individual Module Handbook.

* Add indicative programme assessment schedule, assessment flowchart and hand in process.

Submission deadlines, how to submit are contained within each individual Module Handbook

* Module Handbooks are available on Moodle