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PROGRAMME OF STUDY HANDBOOK

**BSc (Hons) Care & Wellbeing (Top-up)**

**LEVEL 6**

**NPTC Group of Colleges**

**2022-2023**

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# INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 6 in the academic year 2022/23.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

# FEEDBACK AND STUDENT ENGAGEMENT

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways, including: through the student representative for your programme of study, through module evaluation questionnaires, or through informal meetings with your teaching staff. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

The University works to engage all students individually and collectively in the assurance and enhancement of their educational experience. The University has a strong commitment to students as partners in their educational experience.

It is recognised that student engagement, representation, feedback and support at collaborative partner institutions may take a different format to that at the University. For example, not all collaborative partner institutions have a Students’ Union. However, all collaborative partner institutions are expected to:

* Value student engagement and the student voice
* Have a comparable set of systems and procedures in place which reflect the requirements of the specific delivery location
* Meet the University’s principles of student engagement, representation and support
* Meet the expectations of the UK Quality Code for Higher Education
* Clearly articulate to students any variations to the principles Have good communication mechanisms in place to let students know what has been done in response to feedback.

# WELCOME MESSAGE

The Health Social and Childcare academic team are excited to welcome you to your chosen programme of study. The taught modules are designed to be engaging and reflective of current practice in the diverse field of Health and Social Care provision. We look forward to supporting you on your chosen pathway to academic and career success at Afan Campus.

# CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

## Names and Contact Details

**Contact Telephone No. Email Address**

Clair Rees 03308189205 [clair.rees@nptcgroup.ac.uk](mailto:clair.rees@nptcgroup.ac.uk)

(Course Leader/Programme Manager)

Corey Edwards [corey.edwards@nptcgroup.ac.uk](mailto:corey.edwards@nptcgroup.ac.uk)

Jessica Aitken \* Dissertation supervisor [Jessica.aitken@nptcgroup.ac.uk](mailto:Jessica.aitken@nptcgroup.ac.uk)

Sharon Richards \* Dissertation supervisor [Sharon.richards@nptcgroup.ac.uk](mailto:Sharon.richards@nptcgroup.ac.uk)

Robert Anderson [robert.anderson@nptcgroup.ac.uk](mailto:robert.anderson@nptcgroup.ac.uk)

(HE Study skills coach: Student Services)

# EXTERNAL EXAMINERS

All taught Programmes of Study which lead to a Higher Education award of the University have at least one External Examiner. The principal purposes of the University’s external examiner system are to ensure that:

* the standard of each award is maintained at the appropriate level.
* the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar.
* the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year’s External Examiner’s Report for their programme of study by contacting the Programme Manager.

The current External Examiners for the Programmes of Study are:

|  |  |  |
| --- | --- | --- |
| **Programme of Study** | **External Examiner for 2022/23**  **(forename/surname)** | **External Examiner for 2022-23 (if different to current)** |
| BSc (Hons) top up Care and Wellbeing | Linda Walker |  |
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Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

# ACADEMIC YEAR

The academic year for your programme will be divided up as follows:

**Term Dates 2022-2023**

**Autumn Term**

01st September 2022 – 21st December 2023

**Half Term**

31st October 2022– 4th November 2023

**Spring Term**

09th January 2023– 30th March 2023

**Half Term**

20th February 2023 – 24th February 2023

**Summer Term**

17th April 2023– 03rd July 2023

**Half Term**

29th May 2022 – 2nd June 2023

|  |  |
| --- | --- |
| **Exam Board Dates** |  |
| Interim Board | TBC |
| Progression and Award Board | TBC |
| Re-Submission Board | TBS |

It is vitally important that the NPTC Group of Colleges has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to inform the College of any changes in this respect is likely to cause some or all of the following problems:

* delay in obtaining your student loan.
* failure to keep you generally informed.
* failure to contact you in an emergency.
* clashes on your examination timetable and delays in its production.
* failure to progress to the next level of study as a result of not completing sufficient credits at the correct level.
* delay in graduation as a result of not completing sufficient credits at the correct level.
* general inefficiencies in administrative processes resulting in delays for other students.

# DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

As your programme does not include a practice module no DBS cert is necessary.

# MODULAR TERMINOLOGY

*Level (of Study):*

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

**The level is not necessarily synonymous with a year**, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

# ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Manager for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Manager about the options available to you.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

## Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University’s procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University’s website and forms part of the *Mitigating Circumstances Policy*:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

## Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Clair Rees regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University’s procedures for assessment of students with additional needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Manager.

## Academic Appeals

Information about how to appeal is provided in the ‘Academic Appeal Procedure’ which forms part of the *Academic Appeal Policy* associated with Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University’s website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students’ Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

## Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University’s Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

## Responsibilities of students in relation to the assessment process

You are responsible for ensuring that:

1. You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
2. You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
3. You attempt every assessment component of a module.
4. You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.
5. You submit work for assessment as required and in accordance with the required format and deadline.
6. You inform your Course Leader/Programme Manager Clair Rees of any disability or long-term impairment which might require special provisions for assessment.
7. You familiarise yourself with the University’s definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.
8. You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
9. You keep a copy of work presented for assessment wherever feasible.
10. You make your work available for sampling for external examining purposes and for archiving.

# VIRTUAL LEARNING ENVIRONMENT (VLE)

Nptc Group of Colleges has its own Virtual Learning Environment. Further details will be given to you by your Course Leader/Programme Manager, Clair Rees.

# PROGRAMME OF STUDY – BSc (Hons) Care and Wellbeing top up

**Programme Learning Outcomes**

At the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.

**Knowledge and understanding (KU)**

|  |  |
| --- | --- |
| **KU1** | Interpret and critically evaluate complex information, concepts and ideas relating to current strategic development in relation to meeting the needs of a Nation. |
| **KU2** | Relate contemporary issues and discourses in health and care provision to the broader context of social welfare and policy development. |
| **KU3** | Refine and apply, conceptual or theoretical understanding to demonstrate ability to critically analyse and interpret complex information regarding health and social care delivery. |
|  |  |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Cognitive (thinking) skills (CS)**

|  |  |
| --- | --- |
| **CS1** | Critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit |
| **CS2** | Critically evaluate arguments, assumptions, concepts and data, in relation to changing health agendas. |
| **CS3** | Critically analyse information and appraise the strengths and weaknesses of different approaches to health and social care provision considering the wider context of the concept of proposed ‘holistic health’ |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Practical skills (PS)**

|  |  |
| --- | --- |
| **PS1** | Participate in and develop vocational application of knowledge in the health care field, using appropriate skills, techniques and procedures. |
| **PS2** | Recognise and respond to professional codes of conduct in addition to moral, ethical, sustainability and safety issues which directly pertain to the context of study. |
| **PS3** | Demonstrate self –awareness and confidence in skills transferable to the workplace. |
| **PS4** | Exercise initiative and personal responsibility |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Key skills (KS)**

|  |  |
| --- | --- |
| **KS1** | Use information and communications technology to enhance verbal and written skills, and to facilitate relevant information retrieval. |
| **KS2** | Work effectively, both independently and with others. |
| **KS3** | Demonstrate the ability to manage own learning and undertake continuing personal and professional development. |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

**Level 6**

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

## Modules

**PROGRAMME STRUCTURE**

**Structure: Full-time Students**

**Semester 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Title** | **Module type (core, compulsory or optional)** | **Credits** |
| **NPCW6000** | **Care and Well-being Dissertation**  **(runs in both semesters)** | **Compulsory** | **40** |
| **NPCW6002** | **Policy and Practice in a Welsh Context** | **Compulsory** | **20** |
| **NPCW6003** | **Promoting Health and Well-being** | **Compulsory** | **20** |

**Semester 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Title** | **Module type (core, compulsory or optional)** | **Credits** |
| **NPCW6000** | **Care and Well-being Dissertation**  **(runs in both semesters)** | **Compulsory** | **40** |
| **NPCW6001** | **Global Health Perspectives** | **Compulsory** | **20** |
| **NPCW6004** | **The Future of Healthcare** | **Compulsory** | **20** |

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g., Welsh medium or IT modules. Students would need to discuss this with their Course Leader/Programme Manager.

Module details are correct on 1 September 2022 and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

|  |  |
| --- | --- |
| **Module Code** | **NPCW6000** |
| **Title** | **Care and Well-being Dissertation** |
| **Date** | **08/06/2020** |
| **Level** | **6** |
| **Credits** | **40** |
| **Pre-Requisites** | **None** |

**AIM(S)**

* To enable students to plan, execute and complete a substantial literature review.
* To provide students with an opportunity to bring together and synthesise data from a variety of appropriate sources. Provide an opportunity for the student to undertake an independent research investigation and critical analysis of secondary research sources and to enable the student to produce a substantial body of work which has been instigated, developed and produced as a consequence of their own initiative relating to a negotiated health, social or community care related topic.

**LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

* Apply an informed and secure understanding of the focus theme through a conceptualised presentation of their ideas to a professional standard and defend them in critical debate.
* Relate to and distinguish between the nature and complexity of relevant data and interpretations.
* Contextualise subject specific evidence deployed throughout the body of work in order to support and develop the writer's argument, using a vigorous sense of relevance.
* Critically evaluate the use of techniques, making further comparison with data/arguments of others.
* Produce a relevant and well-focussed report supported by excellent use of a substantial amount of valid and significant evidence which adheres to academic convention

**INDICATIVE CONTENT**

* Underline the principles of formulating a literature review.
* The methodology for dissertations based on secondary research.
* Formulation and development of the research question and any hypothesis that can be initially determined.
* The structure of the dissertation and identifying all necessary components.
* Effective research planning and the creation of a timeline.
* Reinforce current levels of the research process for students to effectively use all available tools.
* Dissertation supervision.
* Analysing the literature.
* Constructing and writing an introduction, abstract, and conclusion.

**Study Time Allocation**

The study time for the module is divided as follows:

|  |  |  |
| --- | --- | --- |
| **Activity type** | **Hours** | **Percentage** |
| Scheduled learning | 24 | 6% |
| Independent learning | 376 | 94% |
| Placement learning | 0 | 0% |
| **TOTAL** | **400** | **100%** |

**ASSESSMENT**

**Assessment Component 1**

***(Tick one)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Written exam** | ☒ | **Coursework** |  | **Practical** |

|  |  |  |
| --- | --- | --- |
| **Mode of assessment** | **Volume** | **Weighting** |
| Written Assessment | 10000 words | 100% |

**Assessment Summary**

|  |  |
| --- | --- |
| **Activity type** | **Percentage** |
| Written exam | 0% |
| Coursework | 100% |
| Practical | 0% |
| **TOTAL** | **100%** |

**INDICATIVE READING LIST**

| **Module Code** | **NPCW6000** | |
| --- | --- | --- |
| **Module Title** | **Care and Well-being Dissertation** | |
| **Classification** | **Reading List entry** | **Electronic\*** |
| Essential | Bettanysaltikov, J. and McSherry, R. (0216) *How to do a Systematic literature Review in Nursing,* London: Open University Press |  |
| Essential | Cottrell, S. (2017) *Critical Thinking Skills: Effective Analysis, Argument and Reflection,* Third Edition, Basingstoke: Palgrave Macmillan |  |
| Essential | Greetham, B. (2019) *How to write your Undergraduate Dissertation*, Third Edition, Basingstoke: Palgrave Macmillan |  |
| Further | Booth, A., Sutton, A. and Papaioannou, D. (2016) *Systematic Approaches to a Successful Literature Review,* Second Edition, London: Sage Publications |  |
| Further | Hart, C. (2018) *Doing a Literature Review: Releasing the Research Imagination*, Second Edition, Basingstoke: Palgrave Macmillan |  |
| Further | Aveyard, H (2019) *Doing a Literature Review in Health and Social Care: A Practical Guide,* Fourth Edition, London: Open University Press |  |

|  |  |
| --- | --- |
| **Module Code** | **NPCW6001** |
| **Title** | **Global Health Perspectives** |
| **Date** | **08/06/2020** |
| **Level** | **6** |
| **Credits** | **20** |
| **Pre-Requisites** | **None** |

**AIM(S)**

* To provide student with an understanding of the gross inequalities in people’s health globally and examine the notion that this is not simply a product of individual choices and the extent to which health is determined by people’s place in society and the environment in which they exist.

**LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

* Assess factors which often have profound health effects globally, including climate change, economic crisis and poor governance.
* Critically analyse a chosen area of health related development and associated need, from a developing country, and produce a written report based on researched findings.
* Evaluate the range of current developments in the area of study or work associated with addressing global health challenges.
* Appreciate the need for a global response to health issues together with a shared responsibility for improving international collaboration and cooperation when facing increasing health related opportunities and challenges.

**INDICATIVE CONTENT**

This module is designed to develop students’ awareness and understanding of:

* How global health issues and interventions are shaped politically
* How the global health landscape can be negotiated and changed to promote health for all
* Accessing and using health information in the global health context
* Social determinants of health to include culture, health systems, the environment, socioeconomic position and employment.
* The socio-economic gradient in health and health inequalities
* The epidemiological transition and global burden of disease (communicable and non-communicable diseases)
* Gender and health

**Study Time Allocation**

The study time for the module is divided as follows:

|  |  |  |
| --- | --- | --- |
| **Activity type** | **Hours** | **Percentage** |
| Scheduled learning | 48 | 24% |
| Independent learning | 152 | 76% |
| Placement learning | 0 | 0% |
| **TOTAL** | **200** | **100%** |

**ASSESSMENT**

**Assessment Component 1**

***(Tick one)***

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| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

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| **Mode of assessment** | **Volume** | **Weighting** |
| Written Report | 3000 words | 50% |

**Assessment Component 2**

***(Tick one)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

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| --- | --- | --- |
| **Mode of assessment** | **Volume** | **Weighting** |
| Academic Interview | 25 minutes | 50% |

**Assessment Summary**

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| --- | --- |
| **Activity type** | **Percentage** |
| Written exam | 0% |
| Coursework | 50% |
| Practical | 50% |
| **TOTAL** | **100%** |

**INDICATIVE READING LIST**

| **Module Code** | **NPCW6001** | |
| --- | --- | --- |
| **Module Title** | **Global Health Perspectives** | |
| **Classification** | **Reading List entry** | **Electronic\*** |
| Essential | Crisp, N. (2010) Turning the world upside down: The search for global health in the 21st Century.  London: Royal Society of Medicine Press Ltd. |  |
| Essential | Hughes, B et al (2011) Improving Global Health: Patterns of potential human progress Volume 3. Oxford University Press |  |
| Essential | Jackobsen, K. (2008) Introduction to Global Health. Jones & Bartlett Publishers. |  |
| Essential | Lindstrand, A et al. (2006) Global health: an introductory text book. Lund: Studentlitteratur. |  |
| Essential | Marmot, M & Wilkinson, RG (Eds.) (2009) Social Determinants of Health.  Oxford : OUP |  |
| Essential | Nicholson, B., Mckimm, J., Allen, A. (Eds) (2016) Global Health. London : Sage Publications |  |
| Essential | Skolnik R. (2008) Essentials of global health. Massachusetts: Jones & Bartlett Publishers Inc. |  |
| Further | Ewles, L. (2005) Key topics in public health: essential briefings on prevention and health promotions. Elsevier, Churchill Livingstone. |  |
| Further | Howard N, Sondorp E and Veen AM (eds). (2012)Conflict and Health.  Maidenhead, Open University Press and McGraw-Hill Education. |  |

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| **Module Code** | **NPCW6002** |
| **Title** | **Policy and Practice in a Welsh Context** |
| **Date** | **08/06/2020** |
| **Level** | **6** |
| **Credits** | **20** |
| **Pre-Requisites** | **None** |

**AIM(S)**

* To introduce students to the structure and function of government bodies in Wales in relation to the demographic and social problems and to relate social care policy development to these needsgiving students an opportunityto identify and investigate a specific local social care issue in the context of current social policy.

**LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

* Appraise the role and function of the Welsh Government and other related Welsh institutions in relation to strategic planning and policy development for care provision aimed at meeting the diverse socio-economic and health related challenges of Welsh communities.
* Critically evaluate the development of current local social care practice aimed at improving quality and effectiveness of service delivery.

**INDICATIVE CONTENT**

This module is designed to develop students’ awareness and understanding of:

* The structure and function of devolved government in Wales, and to contextualise the role of the Welsh government alongside that of the UK government and other regulatory bodies such as the Care and Social Services Inspectorate for Wales and the Care Council for Wales.
* The distinctive demography of Wales, identifying the extent of socio-economic diversity and related care issues specific to geographical location.
* Welsh government commitment to identifying and meeting social welfare needs of Wales and the extent to which this drives progressive policy making principles.
* The history of the formulation of strategies in Wales for specific client groups and the role of the third sector and advisory and regulatory bodies.
* Local Indication of need, discussion regarding WIMD and the inter-relationship of social policy making and welfare.
* Proposed developments to current local social care practice to improve the quality and effectiveness of service delivery.

**Study Time Allocation**

The study time for the module is divided as follows:

|  |  |  |
| --- | --- | --- |
| **Activity type** | **Hours** | **Percentage** |
| Scheduled learning | 48 | 24% |
| Independent learning | 152 | 76% |
| Placement learning | 0 | 0% |
| **TOTAL** | **200** | **100%** |

**ASSESSMENT**

**Assessment Component 1**

***(Tick one)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

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| **Mode of assessment** | **Volume** | **Weighting** |
| Essay | 2500 words | 50% |

**Assessment Component 2**

***(Tick one)***

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| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

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| --- | --- | --- |
| **Mode of assessment** | **Volume** | **Weighting** |
| Presentation - Individual | 15 minutes | 50% |

**Assessment Summary**

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| --- | --- |
| **Activity type** | **Percentage** |
| Written exam | 0% |
| Coursework | 50% |
| Practical | 50% |
| **TOTAL** | **100%** |

**INDICATIVE READING LIST**

| **Module Code** | **NPCW6002** | |
| --- | --- | --- |
| **Module Title** | **Policy and Practice in a Welsh Context** | |
| **Classification** | **Reading List entry** | **Electronic\*** |
| Essential | Alcock, P. May. M, Wright, S. Eds (2012) The Students Companion to Social Policy 4th Edition Chichester: John Wiley and Sons Ltd. |  |
| Essential | Baldock, J., Mitton, l., Manning, N. and Vickerstaff, S. Eds (2011) Social Policy 3rd Edition. Oxford: Oxford University Press |  |
| Essential | Birrel, D. (2009) The Impact Of Devolution on Social Policy Bristol : Policy Press |  |
| Essential | Ham, C. (2009) Health Policy in Britain 6th Edition. Basingstoke: Palgrave Macmillan |  |
| Essential | Lister, R. (2010) Understanding Theories and Concepts in Social Policy, Bristol: Policy Press |  |
| Further | Alcock, P. (2008) Social Policy in Britain 3rd Edition. Basingstoke: Palgrave Macmillan |  |
| Further | Blakemore, K. and Griggs E. (2007) Social Policy: An introduction 3rd Edition. Maidenhead: Open University Press |  |
| Further | Bochel, H., Bochel, C., Paige, R. and Sykes, R. (2009) Social Policy: Themes Issues and Debates 2nd Edition, Harlow: Pearson |  |
| Further | Spicker, P. (2008) Social Policy Themes and Approaches 2nd Edition, Bristol : Policy Press |  |

|  |  |
| --- | --- |
| **Module Code** | **NPCW6003** |
| **Title** | **Promoting Health and Well-being** |
| **Date** | **08/06/2020** |
| **Level** | **6** |
| **Credits** | **20** |
| **Pre-Requisites** | **None** |

**AIM(S)**

* To provide students with an understanding of the extent to which health promotion campaigns trigger personal responsibility and the behaviour change that contributes to positive health outcomes throughout the life course - from healthy children to healthy ageing and allow them to explore the concepts relating to behaviour change from an individual and societal perspective and how change may drive social, cultural, environmental and economic well-being.

**LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

* Assess and target a priority health objective relating to epidemiological evidence linking demographic trends to current and future health trajectories.
* Critically evaluate the seven strategic priorities of the Public Health Wales movement which are intrinsically linked and together aim to achieve a Healthier Future for Wales.

**INDICATIVE CONTENT**

* Concepts of Health and Wellbeing.
* Population Health.
* Theoretical frameworks for health promotion.
* Appraise health promotion programmes in public health.
* Intervention and success linked to theoretical perspectives of behaviour change.
* Health surveillance and monitoring; projected outcomes and strategies to reduce health inequalities.
* Provision of future health care considering the wider determinants of health.
* Social media, podcasts, and online audio services – a new era for sharing information and health messages.
* A collective approach to maintaining the health of our nation and the wellbeing of our future generations.

**Study Time Allocation**

The study time for the module is divided as follows:

|  |  |  |
| --- | --- | --- |
| **Activity type** | **Hours** | **Percentage** |
| Scheduled learning | 48 | 24% |
| Independent learning | 152 | 76% |
| Placement learning | 0 | 0% |
| **TOTAL** | **200** | **100%** |

**ASSESSMENT**

**Assessment Component 1**

***(Tick one)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

|  |  |  |
| --- | --- | --- |
| **Mode of assessment** | **Volume** | **Weighting** |
| Extended Project – Group  Design and delivery of Health Promotion Campaign | Equivalent to 3000 words | 50% |

**Assessment Component 2**

***(Tick one)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

|  |  |  |
| --- | --- | --- |
| **Mode of assessment** | **Volume** | **Weighting** |
| Blog | 1000 words 4 elements | 50% |

**Assessment Summary**

|  |  |
| --- | --- |
| **Activity type** | **Percentage** |
| Written exam | 0% |
| Coursework | 100% |
| Practical | 0% |
| **TOTAL** | **100%** |

**INDICATIVE READING LIST**

| **Module Code** | **NPCW6003** | |
| --- | --- | --- |
| **Module Title** | **Promoting Health and Well-being** | |
| **Classification** | **Reading List entry** | **Electronic\*** |
| Essential | Jones, L. and Douglas, J. (Eds). (2012) Public Health: building innovative practice. The Open University: Sage |  |
| Essential | Coreil, J. (2010) Social and Behavioural Foundations of Public Health. London: Sage |  |
| Essential | Jelphs, K. and Dickinson, H. (2008) Working in Teams, Bristol: PP in association with Community Care. |  |
| Essential | Marmot, M & Wilkinson, RG (Eds.) (2009) Social Determinants of Health.  Oxford: OUP. |  |
| Essential | Maynard, L. and Stuart, K. (2018) Promoting Young People's Wellbeing through Empowerment and Agency: a critical framework for practice. Abingdon: Routledge |  |
| Further | Marks, D.F., Murray, M., Evans, B. and Estacio, E.V.,(2011), Health Psychology Theory, Research and Practice, (3rd Edition) London: Sage |  |
| Further | Bevan Commission, (2018) *Exploiting the Welsh Health Legacy Series: ‘A New Way of Thinking: The Need for a Prudent Model of Health & Care.*  Available at: http://www.bevancommission.org/getfile/BevanLegacyPaper2-02-2018.pdf |  |
| Further | Fombu, E. (2018) The Future of Health Care. New York: Athena Books |  |

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| --- | --- |
| **Module Code** | **NPCW6004** |
| **Title** | **The Future of Healthcare** |
| **Date** | **08/06/2020** |
| **Level** | **6** |
| **Credits** | **20** |
| **Pre-Requisites** | **None** |

**AIM(S)**

* To give students an understanding of the current delivery of health care, analyse factors which have contributed to the current situation, and, assess a range of perspectives and drivers regarding the future provision of health care in Wales and the potential health benefits of advances in, and, use of, digital technology, and, the changing role of health care services and widening role of the 3rd sector, in relation to person-centred health care and wider determinants of health.

**LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

* Analyse the potential benefits and drawbacks of digital technology and the changing role of health care services and the 3rd sector for the future provision of person-centred health care for a chosen population of service users In Wales.
* Critically evaluate the potential effectiveness of increased use of digital technology and the changing role of service provision in relation to wider determinants of health care in Wales within a tutor led group debate.

**INDICATIVE CONTENT**

* Current provision of health care in Wales, and, causal factors relating to current provision of health care.
* Consideration of a range of perspectives regarding the future provision of health care in Wales.
* Drivers of change in relation to provision of health care, e.g. advances in medical and digital technology; demographic trends; the increase in chronic diseases; anti-microbial resistance; changes in the economic landscape.
* Examination of potential changes to future delivery of health care, with a focus on: Increased use of data: increased use of smart technology; increased patient self- diagnosis and treatment; increased digital monitoring of peoples’ health and well-being; increased reliance on centrally held information; changes to health care provision.
* Examination of potential drawbacks of increased use of digital technology to include: costs to services, and, to individuals to access services; availability of services based on digital technology, the ability of different population groups to understand and use digital technology; the pace of change; security of digital data and the potential harm from inappropriate use of sensitive personal data.
* Consideration of the hypothesis that digital tools and data storage are purely aids to positive health outcomes and will not bring about positive changes to the provision of future health care unless the wider determinants of health are also addressed.

**Study Time Allocation**

The study time for the module is divided as follows:

|  |  |  |
| --- | --- | --- |
| **Activity type** | **Hours** | **Percentage** |
| Scheduled learning | 48 | 24% |
| Independent learning | 152 | 76% |
| Placement learning | 0 | 0% |
| **TOTAL** | **200** | **100%** |

**ASSESSMENT**

**Assessment Component 1**

***(Tick one)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

|  |  |  |
| --- | --- | --- |
| **Mode of assessment** | **Volume** | **Weighting** |
| Presentation - Group | 15 minutes duration per person | 50% |

**Assessment Component 2**

***(Tick one)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Written exam** |  | **Coursework** |  | **Practical** |

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| --- | --- | --- |
| **Mode of assessment** | **Volume** | **Weighting** |
| Tutor led group debate | 25 minutes | 50% |

**Assessment Summary**

|  |  |
| --- | --- |
| **Activity type** | **Percentage** |
| Written exam | 0% |
| Coursework | 0% |
| Practical | 100% |
| **TOTAL** | **100%** |

**INDICATIVE READING LIST**

| **Module Code** | **NPCW6004** | |
| --- | --- | --- |
| **Module Title** | **The Future of Healthcare** | |
| **Classification** | **Reading List entry** | **Electronic\*** |
| Essential | Fombu, E. (2018) *The Future of Health Care*. New York: Athena Books |  |
| Essential | Lytras, M. and Sarirete, A, (Eds) (2019) *Innovation in Health Informatics*: *A Smart Healthcare Primer.* London: Elsevier |  |
| Essential | Topol, E. (2019) The Topol Review: Preparing the healthcare workforce to deliver the digital future. Available at: <https://topol.hee.nhs.uk/> |  |
| Essential | Topol, E. (2015) The Patient Will See You now. Philadelphia: Basic Books |  |
| Essential | The Parliamentary Review of Health  and Social Care in Wales A Revolution from Within:  Transforming Health and Care in Wales, Final Report 2018. Available at: https://gov.wales/sites/default/files/publications/2018-01/Review-health-social-care-report-final.pdf |  |
| Further | Bevan Commission, (2017), *A Workforce fit for future health and care: aligned to a prudent social model of health.* Available at: <http://www.bevancommission.org/en/publications?id=47> |  |
| Further | Bevan Commission, (2018) *Exploiting the Welsh Health Legacy Series: ‘A New Way of Thinking: The Need for a Prudent Model of Health & Care.*  Available at: http://www.bevancommission.org/getfile/BevanLegacyPaper2-02-2018.pdf |  |
| Further | Castle-Clarke, S. (2018) *What will new technology mean for the NHS and its patients?* Available at; www.health.org.uk/sites/health/files/ |  |
| Further | Gann, B. (2018) *Digital Inclusion in Health and Care in Wales.* Available at: <https://www.carnegieuktrust.org.uk/publications/digital-inclusion-in-health-and-care-in-wales/> |  |
|  | Hjorth, L. and Hinton, S. (2019) *Understanding Social Media,* Chapters 5 and 6, pp 71 – 95. London: SAGE |  |
| Further | Kay, A. (2018) *This is Going to Hurt: Secret diaries of a Junior Doctor.* London: Picador |  |
| Further | Maguire, D., Evans, H., Honeyman, M., Omojomolo, D. (2018) *Digital change in health and social care*. Available at: www.kingsfund.org.uk/sites/default/files/2018-06/Digital\_change\_health\_care\_ |  |
| Further | *Welsh Government (2015) Informed Health and Care:*  *A Digital Health and Social Care*  *Strategy for Wales.* Available at: www.gov.wales |  |

# POLICIES

The Attendance and other Policies of NPTC Group of Colleges are available from your Course Leader/Programme Manager and accessed via the Moodle home page.

**International Students with a UKVI Tier 4 Visa**

In addition to the attendance requirements of NPTC Group of Colleges international students must comply with the Partner Institution’s attendance policies for such students. Further details are available from your Course Leader/Programme Manager.

# ABOUT ACADEMIC MISCONDUCT AND PLAGIARISM

The University defines academic misconduct as ‘any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…’. Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that academic misconduct has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of academic misconduct. Plagiarism is passing off, or attempting to pass off, another’s work as your own. It includes copying the words, ideas, images or research results of another ***without acknowledgement***, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University’s regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. It is expected that your work will be submitted electronically via VLE.

For submissions outside of the VLE platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

## Plagiarism: Regulations, Procedure and Penalties

Full details of the University’s procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook* and the associated *Academic Misconduct Policy*, which can be seen on the University website:

<https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

## Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study you should be using Harvard Reference Style. The handbooks can be found online: <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/>. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

1. *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*
2. *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
3. *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
4. *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **`*if in doubt, provide references'*** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

## Other types of Academic Misconduct

There are other types of academic misconduct, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of academic misconduct.

# LIBRARY AND LEARNING RESOURCES

All students have access to digital and information literacy and research skills support to assist them in their studies. The primary provision is from the NPTC Group of Colleges library services; further details are available from the institution. In addition, students may be able to access some of the University’s electronic resources, where licensing allows. For further details please go to the Library and Learning Resources web page for partner students at:

<http://www.uwtsd.ac.uk/library/services/services-for-partner-students/>

# STUDENT SERVICES

The primary source of student support is from the NPTC Group of Colleges student services / learner support department. For further details, please contact the student services / learner support department using the college website.

# COMPLAINTS

If you are dissatisfied with an aspect of your experience as a student on a UWTSD programme, you have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Students are encouraged, in the first instance, to resolve the matter with the person or persons directly involved. If you wish to make a formal complaint, you should in the first instance pursue it through the partner institution’s complaints procedures. The complaint process is available from your Moodle ‘Home’ page. If you remain dissatisfied, you are then entitled to submit a formal complaint to the University, described in Chapter 13 of the *Academic Quality Handbook* and the associated *Student Complaint Policy.*

<https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

# STUDENTS’ UNION

The Students’ Union is recognised as the voice of students within the University. It also offers support to students from collaborative partner institutions when their cases are considered centrally as outlined in the relevant policies, such as Academic Appeals and Academic Misconduct, <https://www.tsdsu.co.uk/>.