



**UNIVERSITY
CENTRE
SOUTH DEVON**

PROGRAMME QUALITY HANDBOOK 2024-25

FdSc Assistant Practitioner

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1. Welcome and Introduction to FdSc Assistant Practitioner

1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

Foundation Degree FdSc Assistant Practitioner

This programme has been designed in partnership with public and private sector health and social care providers. It continues to be evaluated and updated to reflect changes in local and national health and social care agendas. It has been designed specifically to draw links between the theory and practice of healthcare and as such, clinical work-based activity is central to your experience on this programme.

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

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE lead	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Programme Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk

Higher Education Coordinator	Lisa Rogers	Lisarogers@southdevon.ac.uk
Curriculum Head	Lucy Parkin	Lucyparkin@southdevon.ac.uk
Assistant Principal	Maria Woodger	Mariawoodger@southdevon.ac.uk

1.3 Personal Tutor (Sarah Venn-Dunn)

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.

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

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They

should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this [link](#).

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
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Sarah Venn-Dunn	UCSD1119 Principles of healthcare with academic skills UCSD1118 Person Centred Care & Communication UCSD2009 Mental Health 2028 Professional Independent Practice	sarahvenndunn@southdevon.ac.uk	Full time
Paul Hindle	UCSD1105 Anatomy and Physiology	paulhindle@southdevon.ac.uk	Wednesday all day
Sarah Brounger	UCSD1120 Clinical Practice 1 UCSD2006 Clinical Practice 2 UCSD2010 Principles & Skills for Assistant Practitioner UCSD2008 Public Health & Equity Optional Module Podiatry	sarahbrounger@southdevon.ac.uk	Part Time – Tuesday & Wednesday
Ella Reynolds	UCSD2007 Evidence and	ellareynolds@southdevon.ac.uk	Monday and Tuesday all day

	Application of Research		
Tracey O'Keefe	UCSD2007 Evidence and Application of Research	traceyokeefe@southdevon.ac.uk	

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

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

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Recommended books/ebooks:

- Essential Knowledge and Skills for Healthcare Assistants and Assistant Practitioners. 2nd Edition. Taylor & Francis Ltd, Routledge

Open access Journal articles:

- Evidence-Based Nursing - <https://ebn.bmj.com/>

Other materials:

- Core Skills Frameworks, Skills for Health - <https://www.skillsforhealth.org.uk/services/item/146-core-skills-training-framework>
- The 6Cs - <https://www.england.nhs.uk/6cs/wp-content/uploads/sites/25/2015/03/introducing-the-6cs.pdf>
- Care Certificate, Skills for Health - www.skillsforhealth.org.uk/standards/item/216-the-care-certificate

1.7 Curriculum design principles

Programme Rationale (summary)

The Assistant Practitioner programme has evolved many times since the college first delivered it in the mid 2000's, when NHS funding was at a high point, and they were looking for innovative ways to progress Healthcare Assistant's (HCAs) clinical skill set and create new qualifications for direct entry students.

Our aim is to provide students with the clinical skills they need, alongside the academic skills necessary for higher level qualifications, enabling our students to progress to level 6 and beyond academically and to higher banded job roles within the health care sector.

Context

Our AP course is flexible in delivery to allow for a wide range of specialisms, from operating theatre APs to physiotherapy, research or speech and language. This means we can meet a wide range of employer and student needs, evolving with any changes in the healthcare industry.

We have good links with the local health trusts and the wider Southwest area in both the public (NHS) and private sector. This allows us to place students in high quality placements and give apprenticeship employers flexibility in the academic schedule when it comes to easing winter staffing pressures. The curriculum is regularly updated based on the latest research and clinical guidelines to reflect changes within the sector, especially the NHS.

Content

The course develops academic writing and reading skills in areas such as evidence-based practice, public health, mental health, anatomy and physiology, therapeutic skills and person-centred care. Clinical skills are developed in placement and as part of simulation suite training at the UCSD campus.

The programme is based around key knowledge acquisition in the early stages of level 4, progressing to the application of that knowledge by the end of level 4. During level 5 these topics are revisited in more depth, along with more clinically advanced skills and knowledge and development of a chosen specialism.

The modules are capable of being taught in concentrated blocks one after another or alongside each other in a more traditional two semester per year approach. This allows us to have parity of esteem between our direct entry students and the apprentices, the latter of whom can have their blocks of learning adapted to the work requirements of their employer.

1.8 Teaching and Learning Strategy

The programme is delivered through a blended learning approach, a mix of face-to-face learning at one of our campuses and online live and pre-recorded delivery. Tutorials, seminars and online forums are used to give students greater depth of learning.

Different modules require different balance between lectures, seminars, group work and practical. We have excellent practical facilities at the college to deliver patient simulation practical, as well as a variety of computer rooms and lecture rooms for academic learning. The module guides for each unit clearly set out the hours of each type of learning students will be expected to undertake, directed and self-directed, for the relevant number of credits, in most cases 20 credits per module.

The programme is matched against the SDC teaching and learning vision using evidence informed teaching to provide consistently high standards in teaching and assessment. This is combined with a supportive culture we create for the students and regularly adjusting our delivery, not just to reflect the evidence but also our students' views.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

1.10 Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

1.11 Knowledge, skills and behaviours developed on the programme

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/> They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.
- **Link to Apprenticeship standard:**
<https://www.instituteforapprenticeships.org/apprenticeship-standards/assistant-practitioner-health-v1-1>

1.12 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task and receive summative developmental feedback and a grade for the task within 20-working-days.

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the

Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College’s governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

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

You said:	We did:
<p>The majority of 2022 students suggested that running multiple modules at the same time led to excessive coursework due around the same deadline at the end of term, they wanted to return to the previous year’s version of one unit at a time.</p> <p>Students recently queried whether we had taken into account the updated IfATE AP training standards for 2023.</p>	<p>Starting September 2022 we have reduced the number of assessments at level 4 from 14 to 10 and the units will run one after the other, like they did in 2020/21.</p> <p>We had already put the changes for 2023/24 IfATE through the approval process and the delivery of this updated version of the course with 40 credits for EPA assessed by an external assessor is now up and running.</p>

1.14 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support

you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more

information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.15 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.16 Preparation for employment and further academic study

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the Apprenticeship standard for Assistant Practitioners.

The programme balances academic and practice-based demands to prepare students for healthcare roles in the public and independent sector. The delivery of the programme is high quality with a diverse range of practitioners within the academic team bringing a wealth and depth of knowledge across a broad subject range.

The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement.

There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links. Employability is a focus of our student experience with the distinctive local based delivery across Devon which ensures a programme that widens participation and celebrates the diversity of local healthcare and education provision. These opportunities enable students to work closely with a range of potential employers, empowering them to

identify and secure career positive placements, leading to independent working profiles. These are supported by our competency-based modules that bridge between acquisition of specialist knowledge and its contribution in the acute and community sectors.

The FdSc Assistant Practitioner is an innovative programme boasting exclusive connections with its placement environments, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites, this embedded work-based approach enables students to focus on one particular area of practice within the sector, communicating effectively and developing skills which will allow them to flourish both academically and in the workplace.

At the end of the first year of studies on the FdSc Assistant Practitioner, students who are no longer or able to continue on a clinical programme can either exit their studies with the Certificate of Higher Education or transfer their studies onto the non-clinical Foundation Degree Health Studies. Students will be supported with the decision to transfer their studies onto this non-clinical pathway at the end of the first year of studies.

Students who elect to continue onto the clinical programme, FdSc Assistant practitioner, can still transfer their studies within the first 5 weeks of the second year onto the non-clinical programme, FdSc Health Studies.

1.17 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	UCSD1011 UCSD2007 UCSD2008	UCSD1011 Communications presentation UCSD2007 Research Proposal UCSD2008 Health Promotion presentation	Research Showcase	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 &PS2	UCSD1011 UCSD1118 UCSD2008	UCSD1011 Communications presentation UCSD1118 Group essay UCSD2008 Health Promotion presentation	Research Showcase	Engagement in UCSD Student Voice activities

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 & PS2	UCSD1119	UCSD1119 Essay and Presentation	Research Showcase	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	UCSD1120 UCSD2006	UCSD1120 and 2006 PAD and practice observation	Research Showcase	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	Tutorial		Research Showcase	UCSD Employability Support and Personal Tutor Support

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	KU2 CIS3 KTS1 & KTS3 ERS1 & ERS3 PS1, PS2 & PS3	UCSD2007	UCSD2007 Research Proposal	Research Showcase	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	KU2 CIS3 KTS1, KTS2 & KTS3 ERS3 PS1, PS2 & PS3	UCSD1120 and 2006	UCSD1120 and 2006 Reflective Journey	Research Showcase	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	KU1 & KU3 CIS 1, CIS2 & CIS3 KTS2 ERS2 PS1 & PS2	UCSD1120 UCSD2006	UCSD1120 and 2006 PAD and observation in practice	Research Showcase	Engagement with Personal Tutor and Programme Staff

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	KU2 CIS3 KTS1, KTS2 & KTS3 ERS3 PS1, PS2 & PS3	UCSD1120 UCSD2006	UCSD1120 and 2006 time in placement	Research Showcase	Linkedin
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p> <p>Students can record their employability and work-related activity on their Personal Development Plan on Moodle.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

Awarding Institution:	South Devon College
Teaching Institution:	South Devon College
Accrediting Body:	South Devon College
Language of Study:	English
Mode of Study:	Full Time
Final Award:	FdSc
Intermediate Level 4 Award:	Certificate of Higher Education (CertHE)
Programme Title:	Assistant Practitioner
UCAS Code:	B900
Benchmarks:	Foundation Degree Characteristic Statement (2015) The Foundation Degree Framework for the Healthcare Sector Institute for Apprentices and Technical Education Assistant Practitioner Standards 2023
Date of Programme Approval:	July 2019

2.2 Brief Description of the Programme

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the Apprenticeship standard for Assistant Practitioners.

The programme balances academic and practice-based demands to prepare students for healthcare roles in the public and independent sector. The delivery of the programme is high quality with a diverse range of practitioners within the academic team bringing a wealth and depth of knowledge across a broad subject range.

The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement.

There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links. Employability is a focus of our student experience with the distinctive local based delivery across Devon which ensures a programme that widens participation and celebrates the diversity of local healthcare and education provision. These opportunities enable students to work closely with a range of potential employers, empowering them to identify and secure career positive placements, leading to independent working profiles. These are supported by our competency-based modules that bridge between acquisition of specialist knowledge and its contribution in the acute and community sectors.

The FdSc Assistant Practitioner is an innovative programme boasting exclusive connections with its placement environments, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites, this embedded work-based approach enables students to focus on one particular area of practice within the sector, communicating effectively and developing skills which will allow them to flourish both academically and in the workplace.

At the end of the first year of studies on the FdSc Assistant Practitioner, students who are no longer or able to continue on a clinical programme can either exit their studies with the Certificate of Higher Education or transfer their studies onto the non-clinical Foundation Degree Health Studies. Students will be supported with the decision to transfer their studies onto this non-clinical pathway at the end of the first year of studies.

Students who elect to continue onto the clinical programme, FdSc Assistant practitioner, can still transfer their studies within the first 5 weeks of the second year onto the non-clinical programme, FdSc Health Studies.

2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

2.4 Exceptions to Regulations

N/A

2.5 Programme Aims

The programme will deliver:

1. Provide a compassionate, competent and confident Assistant Practitioner in preparation for employment as a qualified Assistant Practitioner.
2. To equip students with a range of health and social care specific, transferable knowledge and skills to support their continuing personal, professional and academic development.
3. To equip students, through the unique use of simulated, work and practice-based learning with practical knowledge and skills to enhance their role Assistant Practitioner role and its impact on their current and/or future work.
4. To enable students to apply critical thinking and problem-solving skills to both academic and clinical practice with active consideration of personal and cultural awareness supporting students to work across organisational boundaries.
5. To equip students with a range of subject-specific and transferable knowledge and skills to support their continuing personal, professional and academic development through the use of work-based learning and classroom participation.

2.6 Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

On successful completion graduates should have developed:

1. The ability to integrate principles, theory and practice in the context of health and social care utilising information from a wide variety of sources including current research.
2. Knowledge of the physiology, organisation and function of the human body and healthcare needs across the lifespan.
3. The skills to critically analyse the importance of using current evidence-based practice to improve the quality of service delivery in the health and social care sector.

Cognitive and intellectual skills

On successful completion graduates should have developed:

1. A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.
2. The ability to apply problem-solving and critical thinking skills in academic and practice settings taking account of relevant social, cultural, psychological and ethical issues.
3. Effective communication skills, in order to deal with a variety of both straightforward and complex subjects, and patients with different cultural and socioeconomic needs.

Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Communicate complex, sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.
2. Apply the qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
3. Evaluate the appropriateness of different approaches to solving problems within their area of practice.

Employment related skills

On successful completion graduates should have developed:

1. Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and behaviours of an Assistant Practitioner.
2. The ability to maintain and further develop own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.
3. Appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.

Practical skills

On successful completion graduates should have developed:

1. Provision and promotion of holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
2. Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.
3. Interdisciplinary skills for both straightforward and complex work, in one- to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings.

2.7 Progression Route(s)

BSc (Hons) Enhanced Integrated Care at South Devon College.

Successful completion of the FdSc Assistant Practitioner enables students to progress to a BSc (Hons) Enhanced Integrated Care at South Devon College. This programme has been designed to provide practitioners with both academic and subject expertise. The contribution of marks from prior levels of study to the progression award is governed by South Devon College Academic Regulations.

Progression opportunities for further study and career prospects will be discussed with all students as part of the ongoing tutorial delivery throughout the academic year. Guidance will be provided for students individually to secure progression opportunities with alternative Higher Education providers.

Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

Entry Requirements for FdSc Assistant Practitioner	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Work Experience	1 Year's previous experience within a health care setting is desirable but not essential
Interviews	There is a two-stage interview process, which involves representation from local Healthcare providers, where applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully.
An enhanced Disclosure and Barring Service (DBS) clearance is required for this programme.	
Occupational Health Screening	

8. Programme Structure

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1119	Principles of Healthcare with academic skills	20	1	Semester One	Core
UCSD1120	Clinical Practice 1	40	1	All Year	Core
UCSD1105	Anatomy and Physiology	20	1	Semester One	Core
UCSD1121	Therapeutic Interventions	20	1	Semester Two	Core
UCSD1118	Person Centred Care and Communication	20	1	Semester Two	Core

Level 5 (FdSc Assistant Practitioner) (Taught)					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2028	Professional Independant Practice	40	2	Semester Two	Core
UCSD2007	Evidence and Application of Research	20	2	Semester One	Core
UCSD2008	Public Health and Equality	20	2	Semester One	Core
UCSD2009	Approaches to Mental Health	20	2	Semester One/Two	Core
UCSD2011	Long Term Conditions	20	2	Semester Two	Optional
UCSD2012	Acute and Critical Care: Foundations for Practice	20	2	Semester Two	Optional
UCSD2013	Podiatry	20	2	Semester Two	Optional
UCSD2014	Occupational Therapy	20	2	Semester Two	Optional
UCSD2015	Speech and Language Therapy	20	2	Semester Two	Optional
UCSD2016	Radiography	20	2	Semester Two	Optional
UCSD2017	Perioperative Practice	20	2	Semester Two	Optional
UCSD2018	Audiology	20	2	Semester Two	Optional
UCSD2022	Physiotherapy	20	2	Semester Two	Optional
UCSD2060	Advanced Mental Health Practitioner	20	2	Semester Two	Optional

Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills			Practical skills				
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
Level 14	UCSD1119	x		x	x	x				x	x	x		x			N	C1 – 50% P1 – 50%
	UCSD1120	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	P1 – P/F C1 – 100%
	UCSD1105	x	x		x	x											N	C1 – 25% T1 – 75%
	UCSD1121	x	x	x	x	x			x	x	x	x		x	x		N	E1 – 100% T1 - P/F
	UCSD1118	x		x	x	x	x	x	x	x	x	x	x	x	x		N	C1 – 50% P1 – 50%
Level 4 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Level 15	UCSD2028	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	P1 – P/F P2 P/F
	UCSD2007	x		x	x	x			x	x		x					N	C1 – 20% C2 – 80%
	UCSD2008	x		x	x	x	x	x	x	x	x	x	x	x	x		N	C1 – 70% P1 – 30%
	UCSD2009	x		x	x	x	x	x	x	x	x	x	x	x	x		N	C1 – 75% C2 25%
Level 5 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Confirmed Award LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

Elective Modules	Award Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical		
	Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills			Practical skills						
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
Level 15	UCSD2011	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	C1 – 100% P1 - P/F
	UCSD2012	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	E2 – 100% P1 - P/F
	UCSD2013	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	C1 – 100% P1 - P/F
	UCSD2014	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	C1 – 100% P1 - P/F
	UCSD2015	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2016	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2017	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2018	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	T1 – 50% E2 – 50% P1 - P/F
	UCSD2022	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	E2 – 100% P1 - P/F

	UCSD2060	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	C1 – 100% P1 – P/F
Level 5 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Confirmed Award LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

Reading Lists

Year 1	UCSD1120	UCSD1105	UCSD1119	UCSD1118	UCSD1121
Core (2 resources)	Baillie, L., & Black, S. (2014) Professional Values in Nursing, CRC Press, Taylor & Frances group, USA	Tortora JG & Derrickson BH (2005) Principles of Anatomy & Physiology (11th edition). New Jersey. John Wiley & Sons Inc.	Glasper, A and Rees, C. (2017) Nursing and healthcare research at a glance. West Sussex: John Wiley & Sons Ltd.	Arnold E and Underman-Boggs K (2019) Interpersonal Relationships . Saunders Co. Ltd	McGavok, H. (2016) How drugs work: basic pharmacology for healthcare professionals. 4th edn. London: CRC Press.
	Benbow, W. & Jordan, G. (2019) A Handbook for student Nurses. 2016-2017 Edition: Introducing key issues relevant for practice. Banbury: Lantern Publishing.	Waugh, A., Grant, A., and Ross, J.S. (2018) Ross and Wilson Anatomy and Physiology in Health and Illness (13th edition). Amsterdam: Elsevier	Bottomley, J & Prymachuk, S. (2017) Academic Writing and referencing for your nursing degree. St. Albans: Critical Publishing Ltd	Buetow S (2019) Person Centred Healthcare: Balancing the welfare of clinicians and patients	Neal, M.J. (2020) Medical pharmacology at a glance. 8th edn. Chichester: Wiley-Blackwell.
Further	Howatson-Jones, L. (2013), Reflective practice in nursing, Sage, London	Colbert, B., Ankney, J., Lee, K., Steggall, M. & Dingle, M. (2012) Anatomy and Physiology for Nursing and Health Professionals: An Interactive Journey. (2nd Ed) Harlow: Pearson Education on-line	Annandale, E. (2014) The Sociology of Health and Medicine. Cambridge: Polity Press	Walker S. (2014) Engagement and Therapeutic Communication in Mental Health. SAGE	Preston, C.L. (ed.) (2016) Stockley's drug interactions. 11th edn. London: Pharmaceutical Press

		Spratt, J.D et al. (2017) Imaging Atlas of Human Anatomy, 5th edn. Edinburgh. Mosby.	Lupton, D. (2012) Medicine as culture illness, disease and the body in western societies (3 rd edn) London: Sage.	Bernard P Gill P. (2009) Culture, Communication, and Nursing. Harlow Pearson Education	Nuttall, D. and Rutt-Howard, J. (eds.) (2016) The textbook of non-medical prescribing. 2nd edn. Chichester: John Wiley & Sons.
Education.	Muller, A. (2018) Ross and Wilson Pocket Reference Guide to Anatomy and Physiology Edinburgh: Elsevier	Pears, R and Shields, G. (2016) Cite Them Right: The essential referencing guide, Palgrave Study Skills. London: Macmillan Publishers Ltd	McCormack and McCances (2016) Person Centred Practice in Nursing and Health Care: Theory and Practice. Wiley Blackwell	Hitchings, A., Lonsdale, D. and Burrage, D. (2015) The top 100 drugs : clinical pharmacology and practical prescribing. London: Bailliere Tindall.	
Nicol, M, Bavin, C, Cronin, P & Rawlings-Anderson, K. (2012) Essential Nursing Skills (4th Ed.) Edinburgh: Mosby.	Boore, J.R.P (2016) Essentials of Anatomy and Physiology for Nursing Practice. Los Angeles: Sage		McCormack, Dulman, Eide (2017) Person Centred Health Care Research. Wiley Blackwell		
Sharples K (2011) Successful Practice Learning	Clancy J. and A.J. McVicker 2002. Physiology and anatomy : a homeostatic approach.		Freshwater, D. 2002. Therapeutic nursing : improving	Anders, P. (ed) (2004) The Tribes of the Person-Centred Nation : A guide	

	for Nursing Students London: Sage	(2nd Ed) London: Edward Arnold.		patient care through self-awareness and reflection. London: Sage.	to the schools of therapy associated with the Person-Centred Approach Ross-on-Wye PCCS Books
Journals					
Other resources	Sn@p	BBC http://bbc.co.uk/science/humanbody			
	Elsevier Clinical Skills Platform	Virtual Body http://medtropolis.com/virtual-body/			
		Inner body http://www.innerbody.com			

Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	Stage 1 is dealt with UCSD
Assessment Policy	UCSD	
Other – please stipulate		

3. Module Records

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

MODULE CODE: UCSD1119 **MODULE TITLE:** Principles of healthcare with academic skills

CREDITS: 20

FHEQ LEVEL: Four

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

This module provides information and techniques for academic skills to prepare students for the underpinning clinical education qualification. It is intended to support students from who may not have undertaken any formal education for some time and/or have no higher education experience with essential skills and tools to undertake a foundation degree qualification within clinical education. It does this in the context of principles and philosophies of healthcare and evidence based practice. This then introduces students to the use of research in healthcare, the history of healthcare and various models related to health such as the biopsychosocial model.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	P1 (Practical)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked:

FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module the student will be able to:

- Understand the core models associated with principles and philosophy of healthcare and evidence based practice
- Understand the key philosophical principles underpinning autonomous clinical practice in order to consolidate their understanding of contemporary healthcare
- Demonstrate how to write an academic essay and reference appropriately

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Identify the differences between academic and reflective writing for healthcare LO2. Apply an understanding of descriptive and analytical writing techniques LO3. Evaluate holistic approaches and the impact of the biopsychosocial model	Knowledge and Understanding 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 3 Employment Related Skills 1 & 2

LO4. Analyse the philosophical frameworks related to the process of ethical decision making and partnerships in practice.	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2024/25

NATIONAL COST CENTRE: 105

MODULE LEADER: Sarah Venn Dunn

OTHER MODULE STAFF: Sarah Brounger

Summary of Module Content

This module offers students an appropriate level of academic literacy and research conventions in healthcare. Students will obtain the key skills and main concepts relating to ICT, computers, devices, and software competences to support academic and professional practice. The module enables students to learn through best practice and provides them with the enhanced skills in information literacy, including search strategies, identification and critical selection of quality, scholarly information. The module aims to give students guidance in how to deal with the main writing and reading tasks that are required of them in an academic context. The course will be very practical and will maintain relevance by encouraging students to use material from their own academic studies as a basis for the classes.

This module also enables students to be able to identify the key philosophies and principles in health and care. They will be able to demonstrate an understanding of the potential for conflict of values and interests and be able to evaluate possible ways of defending alternative solutions. They should be able to evaluate different perspectives on a number of issues and understand the relevance of theory to practice. They should acquire a basis for developing their own critical perspective.

Topic areas covered in this module include:

- Explore the relationship between health and wellbeing across health care
- Explore the use of research in healthcare
- Evaluate the biomedical model in relation to health care
- Explain the theoretical approaches of sociology in relation to health care
- Assess how psychological perspectives contribute to the understanding and promotion of health and wellbeing
 - Evaluate the impact of the biopsychosocial model on individual's health and wellbeing

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars, Tutorials	24	Presentations of concepts/ theory/research
Guided independent study	176	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (1000 words) LO1 & LO2	Total: 100%
Practical	Presentation (15 minutes) LO3 & LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (1000 words) LO1 & LO2	Total: 100%
Practical	Presentation 15 minutes LO3 & LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Sarah Venn-Dunn Date: 14/06/2024	Approved By: Lucy Parkin Date: 15/06/2024
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1120 **MODULE TITLE:** Clinical Practice 1

CREDITS: 40 **FHEQ LEVEL:** Four **HECOS CODE:** 100260

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

SHORT MODULE DESCRIPTOR:

This module provides students with opportunities to develop a familiarity with key clinical skills, which are necessary for participation and safe observation of the role of an Assistant Practitioner during clinical placements. Students will be familiar with the literature searching skills required to locate media resources which support and inform the underpinning knowledge base for contemporary practice. This module will enable students to appreciate the professional issues surrounding professional clinical practice and the scope of activities that contribute towards the role. Individuals will develop attitudes, skills and knowledge required for effective engagement in clinical practice.

Areas covered will include:

- Essential infection control manoeuvres to include hand washing, aseptic technique, the use of P.P.E and environmental cleanliness.
- Essential physiological measurement and recording temperature, pulse, respirations and blood pressure.
- Scope of the role to include accountability and delegation
- Accurate documentation and confidentiality of data.
- Communication to include verbal and non verbal communication skills including 'de-escalation' techniques.
- Essentials of Clinical Audit
- Essentials of respiratory and neurological assessment
- Basic and Intermediate Life Support

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 – Coursework	100%	P1 (Practical)	Pass/Fail		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Demonstrate practice skills and professional conduct skills within a clinical setting
- Demonstrate practice with up-to-date competence, current skills and confidence in order to maintain safe and effective standards of patient and client care.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>LO1. Discuss ethical guidance and standards expected in clinical practice, recognising the central responsibility of the care of the patient whilst developing an understanding of all the elements of the behaviour expected of an Assistant Practitioner</p> <p>LO2. Demonstrate confidence in taking a comprehensive history from a range of patients, making accurate observations of clinical phenomena.</p> <p>LO3. Apply the theory of principles of assessment, care planning and evaluation of care in relation to the observation and recording of vital signs into practice.</p> <p>LO4. Demonstrate the development of fundamental clinical skills by means of safe clinical simulation, including the involvement of simulated patients</p> <p>LO5. Demonstrate safe competency through engaging with the Practice Assessment Document to demonstrate personal and professional development</p>	<p>Knowledge and Understanding 1, 2 & 3</p> <p>Cognitive and Intellectual Skills 1, 2 & 3</p> <p>Key and Transferable Skills 1, 2 & 3</p> <p>Employment Related Skills 1, 2 & 3</p> <p>Practical Skills 1, 2 & 3</p>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Venn Dunn

OTHER MODULE STAFF: Sarah Bronger

Summary of Module Content

This module comprises of theory and practice relating to skills for all fields of clinical practice and includes clinical placement hours in a practice learning environment. The module provides students from all specialist fields associated with the Assistant Practitioner role with an introduction to fundamental generic skills of practice dovetailed into the National Occupational Standards and the Skill Competency Domains for practice. An opportunity to develop these skills will be provided within the Simulation Suite and involvement in the delivery of care across a variety of settings.

<p>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] Face to Face/Classroom Delivery</p>

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Lectures/seminars	40	Presentations of concepts/ theory/research
Work Based Learning	330	Work placement to support learning includes practice placement supervision and practice - based mentor support
Guided Independent Learning	30	Individual assignment development, independent reading
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Online/Distance Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Work Based Learning	330	Work placement to support learning includes practice placement supervision and practice - based mentor support
Guided Independent Learning	70	Individual assignment development, independent reading
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Journal 2000 words LO1 & LO3	Total: 100%
Practical	Practice Assessment Document, including observation in practice and supporting Professional Portfolio of Evidence LO2, LO4 & LO5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Journal 2000 words LO1 & LO3	Total: 100%
Practical	Practice Assessment Document, including observation in practice and supporting Professional Portfolio of Evidence LO2, LO4 & LO5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Sarah Venn-Dunn Date: 14/06/2024	Approved By: Lucy Parkin Date: 15/06/2024
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD1105 **MODULE TITLE:** Anatomy and Physiology
CREDITS: 20 **FHEQ LEVEL:** Four **HECOS CODE:** 100264
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

This module introduces students to the structure and function of the human body via examination of normal anatomy and physiology, achieved through exploration of cell function with emphasis on biochemistry and genetics. Human systems will be examined in relation to the structure and function in maintaining optimum health and homeostasis.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
T1 (Test)	75%	C1 (Coursework)	25%		

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module students will be able to:

- Demonstrate basic anatomical knowledge of the human being with particular detail in the musculoskeletal, nervous, endocrine, cardiovascular, and respiratory systems.
- Demonstrate an understanding of systems physiology with particular detail in muscular, nervous, endocrine, cardiovascular, and respiratory systems.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Describe the nature and physiological roles of the principal hormones. LO2. Identify the structure and physiology of the digestive, muscular, respiratory, sensory, cardiovascular, urinary and reproductive systems. LO3. Identify the histological structure and functions of the integumentary, skeletal, sensory, cardiovascular, respiratory, urinary and reproductive systems. LO4. Identify the functions of the nervous, endocrine, integumentary, cardiovascular, respiratory, urinary	Knowledge and Understanding 1 & 2 Cognitive and Intellectual Skills 1 & 2

and reproductive systems in the regulation and maintenance of homeostasis.	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 106

MODULE LEADER: Paul Hindle

OTHER MODULE STAFF: Sarah Venn-Dunn

Summary of Module Content

This module will embed the importance of having a basic understanding of the anatomy and physiology of the human body to enhance care and promote the individual full potential whilst maintaining an awareness of the concepts of health, wellbeing and ill-health. This module provides the student with the skills for exploration of the anatomy and physiology of a range of body systems including related changes across the lifespan and some common conditions.

Areas covered within this module include:

- Introduction: Integration of organ function, levels of biological organization, concepts of form fitting function, homeostasis (mechanisms of control and disturbances).
- Cells, Tissues, Organs: the cell theory, the cell as a basic unit of life, cellular ultrastructure, intracellular organelles, cellular function in health and disease.
- Blood: composition, function of plasma proteins, cellular component of blood, haemoglobin and oxygen transport, role of white blood cells in immunity, blood clotting, blood pathology (anaemia, abnormal clotting).
- The Immune System: sources of immune challenges, immunological memory and specificity, mediators of immunity, immune responses, antibodies, self-tolerance, blood typing, immune system pathology.
- The cardiovascular system: components, path of blood flow through the system, anatomy of heart, heart rhythms, regulation of heart, blood vessel anatomy, blood flow to organs, anatomy of the respiratory system, mechanics of breathing, gas transport.
- The excitable tissues - brain and muscle: divisions of the nervous system, basic brain anatomy and physiology, electroencephalogram (EEG), spinal cord, reflexes, neural cell form and function, neural communication, neurogenesis and neurodegeneration, muscle tissue types, muscle contraction, communication systems in muscle, neural muscular junction, physics of joint movement, muscle metabolism, muscle fibre types, adaptive changes in muscle.
- Bone and Cartilage: functions, types, anatomy, extracellular matrix composition, cellular component, growth and repair, skeletal pathologies, concept of bone as an organ, pathologies of bone and cartilage.
- The Endocrine System: components, functions, control systems, abnormal endocrine function, pancreatic hormones, insulin, diabetes.
- The Renal and Digestive Systems: components, function, micturition, renal functional units (the nephron), renal processes (filtration, reabsorption, secretion),

water balance, renal pathology, digestion (absorption, motility, secretion), accessory organs (pancreas, liver).

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Face to Face/Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	48	Presentations of concepts/ theory/research
Guided independent study/Additional Work Placement	152	Individual and group assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Online/Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Guided independent study/Additional Work Placement	200	Individual and group assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study – 1500 words (LO1)	25%
Test	MCQ and labelling test – 90 minutes (LO2-4)	75%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study – 1500 words (LO1)	100%

Test	MCQ and labelling test – 90 minutes (LO2-4)	100%
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To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 16/03/2024

Approved By: Lucy Parkin
Date: 16/03/2024

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

MODULE CODE: UCSD1121 **MODULE TITLE:** Therapeutic Interventions

CREDITS: 20

FHEQ LEVEL: Four

HECOS CODE: 100476

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

During this module students will find and interpret evidence related to the therapeutic interventions delivered within their practice and assess the suitability of therapies delivered in comparison to the evidence base and current practice guidelines. Students will draw on their Empirical Way of Knowing alongside related modules, to gain insight into current therapeutic interventions within their field of practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Exam)	100%	T1 (Test)	Pass/Fail		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to increase understanding and application of a range of therapeutic interventions. Through reflection of theory and skills practice, underpinned by lectures, students will further develop their clinical skills to enable a collaborative and whole person approach when implementing a therapeutic intervention.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Correctly calculate therapeutic interventions with an evidence-based rationale.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1 & 2

<p>LO2. Evidence knowledge and understanding of pathophysiology and pharmacology of acute and long-term conditions</p> <p>LO3. Discuss underlying disease processes and their pharmacological treatment</p> <p>LO4. Discuss professional practice and decision-making processes in relation to the management of emergencies and crisis situations.</p>	<p>Key and Transferable Skills 2 & 3</p> <p>Employment Related Skills 1 & 2</p> <p>Practical Skills 1 & 2</p>
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Paul Hindle, Sarah Venn Dunn

Summary of Module Content

This module aims to develop student knowledge and understanding of therapeutic interventions including that of applied pathophysiology and pharmacology in acute and long-term conditions. This will enable students to gain a greater understanding of underlying disease processes and their pharmacological treatment. The module will examine key pathological processes (cell injury, cell death, cell adaptations, acute and chronic inflammation, tissue repair, hypersensitivity reactions, and neoplasia) and how these underlie specific conditions. Students will effectively analyse pharmacology theory and the administration of therapeutic medications, dosages, drug routes, including pharmacodynamics and pharmacokinetics. They will be able to outline detailed knowledge and understanding of the legal implications of the supply and administration of medications available to paramedic and evaluate the link between disease management and pharmacology in the interests of improving patient outcome.

Topic Areas covered include:

- Pharmacokinetics and dynamics
- Drug routes
- Indications, interactions, contraindications, cautions and side effects of using specifics of prescription only medications available to paramedics
- Problem based approach to identifying need for medication administration
- Legalities surrounding drugs
- Patient Group Directives
- Recognition of patient medications
- Self-administered / over the counter (OTC) medications.
- Recreational and illegal drugs
- Alcohol
- Vitamins, herbal medications, food stuffs homeopathy and OTC medications
- Conditions and surrounding pharmacology
- Cardio-vascular system drugs and related conditions

- BP control and hypertension
- Sodium / Potassium pump and action potential propagation
- Respiratory drugs and related conditions Endocrine system and drugs and related conditions Neurological system drugs and related conditions Sepsis
- Pain generation and management
- Immunology and anaphylaxis

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] Face to Face/Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	24	Presentations of concepts/ theory/research
Guided independent study/Additional Work Placement	176	Individual and group assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] Online/Distance Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Guided independent study/Additional Work Placement	200	Individual and group assignment development, independent reading
Total	100	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Exam	Exam MCQs and long answer (90 minutes) LO2 – LO3 - LO4	Total: 100%
Test	MCQ Paper (Drug calculations) (90 minutes) LO1	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Exam	Exam MCQs and long answer (90 minutes) LO2 – LO3 - LO4	Total: 100%

Test	MCQ Paper (Drug calculations) (90 minutes) LO1	Pass/Fail
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To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle Date: 14/06/2024	Approved By: Lucy Parkin Date: 15/06/2024
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SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1118 **MODULE TITLE:** Person Centred Care and Communication

CREDITS: 20 **FHEQ LEVEL:** Four **HECOS CODE:** 100476
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: (max 425 characters)

The module aims to equip the student with the knowledge of various aspects of the practitioner-client relationship. It aims to develop the students' level of self-awareness as well as develop their level of theoretical knowledge. This will explore various relationship models in respect of empowerment, ethics of communication, attending skills and specific skills related to verbal and non-verbal behaviour.

This module will enable students to investigate and explore the structures, processes and outcomes associated with the provision of person-centred care. They will develop knowledge, skills and confidence to effectively manage and make informed decisions, to coordinate and tailor patient care with dignity, compassion and respect.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	P1 (Practical)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

Communicate effectively across a wide range of channels and with a wide range of individuals including the public, health and social care professionals. Enable trainee Assistant Practitioners to evaluate various theories and approaches to the practitioner-client relationship. Enable the trainee Assistant Practitioners to explore the process and outcome of therapeutic relationships, reflecting upon and developing skills in the formation, maintenance and termination of therapeutic relationships.

By the end of this module students will be able to:

- Exercise skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care

- Understand the human factors that are involved in patient safety and apply this to clinical practice

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Identify the principles that underpin and promote clear and effective communication LO2. Demonstrate the ability to communicate complex and sensitive information LO3. Discuss the effectiveness of person-centred care in meeting complex healthcare needs. LO4. Evaluate influences on individuals' engagement with their own health.	Knowledge and Understanding 1 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1 Practical Skills 1 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Venn Dunn

OTHER MODULE STAFF: Sarah Bronger

Summary of Module Content

The module ensures students can communicate effectively across a range of settings, which is a core graduate attribute. This is also a core competency for professionals working across health and social care regardless of their geographical location. The importance of effective communication within health and social care practice will be appraised. This will enable global citizenship by allowing students to appreciate the communication challenges within different care environments.

This module will enable students to fully investigate and explore the structures, processes and outcomes associated with the provision of person-centred care in the context of health and care service provision. Emphasis is placed on Person centred care and values, engaging patients and carers and health beliefs including consideration of culture and religion. This module explores shared decision making; establishing therapeutic partnerships and concordance; healthcare systems and complexity, effective team working, patient safety, human factors and their importance, understanding and learning from errors, managing risk, anticipatory care planning and hospital at home.

Areas covered in this module includes:

- Person centred care and values
- engaging patients and carers
- health beliefs, including consideration of culture and religion
- shared decision making

- healthcare systems and complexity
- effective team working
- patient safety
- human factors and their importance
- Communication theory applied to health and social care,
- Building the therapeutic relationship
- Containing distress
- Structuring conversations
- Barriers to communication
- Therapeutic Frameworks and approaches
- Technological support for communication

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Face to Face/Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	24	Presentations of concepts/ theory/research
Guided independent study/Additional Work Placement	176	Individual development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Online/Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Guided independent study/Additional Work Placement	200	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Essay (1500 words) LO3 & LO4	Total: 100%
Practical	Presentation (15 minutes) LO1 & LO2	Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Reflective Essay (1500 words) LO3 & LO4	Total: 100%
Practical	Presentation (15 minutes) LO1 & LO2	Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 14/06/2024	Approved By: Lucy Parkin Date: 15/06/2024

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: UCSD2028 **MODULE TITLE:** Professional Independent Practice

CREDITS: 40

FHEQ LEVEL: 5

HECOS CODE: 100260

PRE-

CO-

COMPENSATABLE: No

REQUISITES: UCSD1008

REQUISITES: None

SHORT MODULE DESCRIPTOR:

This module enables students to build on the knowledge and practical skills gained in their first year to develop their experience with the concept of autonomous decision making and practice. Whilst many of the clinical skills are common to the assessment of both injuries and illness, the diagnostic processes will be very different clinical skills will therefore concentrate on an understanding of systems and pathophysiology.

This module acts as the final taught module in the programme, allowing the students to demonstrate the accumulation of current knowledge from the modules across the programme in its entirety. They will make critical links between theory and practice as well as key theories and concepts. This will prepare students for the End Point Assessment professional discussion, to be completed after this course by apprenticeship students only.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
P1 (Practical)	Pass/Fail	P2 (Practical)	Pass/Fail		

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module the student will be able to:

- Demonstrate the ability to work autonomously as a competent Assistant Practitioner
- Apply clinical practice, education, research and leadership to a higher level of contemporary and autonomous clinical practice in their speciality.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Identify and apply appropriate research evidence to inform clinical practice in a variety of settings and with a range of patients/clients LO2. Critically explore the role of the healthcare professional within autonomous practice and holistic clinical assessment LO3. Apply appropriate leadership in the scope of the role with due to consideration to legal and ethical frameworks in practice LO4. Communicate effectively with patients and clients to assess their ongoing healthcare needs and monitor and report any problems with this aspect of care	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Venn Dunn

OTHER MODULE STAFF: EPA Assessor TBC

Summary of Module Content

The module aims to prepare the students for the end point assessment by the EPA assessor. The students will review their previous work on the course and produce a portfolio of evidence that meets the EPA requirements. This portfolio of evidence can then be used by the student in their professional discussion with the EPA assessor and designated pass/fail by the EPA assessor. Similarly the observation in practice will be conducted by the EPA assessor so the aim of this module is to prepare the student for this assessment by means of lectures and formative practical assessment.

Topic areas covered in this module include:

- Legal, professional and ethical concepts of physical examination and autonomous practice.
- Interviewing, systematic history taking and documentation.
- Approaches to physical examination.
- Common conditions within unscheduled care.
- Interpretation of investigative results.
- Practice learning including pieces of evidence for end point assessment preparation

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Face to Face / Classroom Delivery</i>
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Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Lectures, Seminars and Clinical Simulation	48	Presentations of concepts/ theory/research and practical skills
Work Placement	252	Work placement to support learning includes practice placement supervision and practice - based mentor support
Guided Independent Study	100	Individual assignment development, independent reading
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Online/Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Work Placement	252	Work placement to support learning includes practice placement supervision and practice - based mentor support
Guided Independent Study	148	Individual assignment development, independent reading
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Observation in Practice and Professional Discussion LO1 – LO4	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Observation in Practice and Professional Discussion LO1 – LO4	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 20/03/2024

Approved by: Lucy Parkin
Date: 21/03/2024

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

MODULE CODE: UCSD2007 **MODULE TITLE:** Evidence and Application of Research
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100260
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

This module is designed to enable the student to demonstrate research awareness in relation to evidence-based practice, making use of existing and new technologies to support improving services and the wider health and care teams in the spread and adoption of innovative technologies and practice. There is an emphasis on the ability to relate professional practice to underlying theory and principles.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Develop independence in the application of the audit and practice evaluation process
- Integrate findings into the development of a research proposal

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically evaluate the findings from an audit or service evaluation undertaken in clinical practice to inform a research question. LO2. Systematically gather, synthesise and critique relevant research literature to develop and support a well-defined research question. LO3. Critically evaluate the ethical implications of conducting a research study. LO4. Critically discuss the design, planning and management of the proposal to ensure	Knowledge and Understanding 1 & 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 2 & 3 Employment Related Skills 2

effective and successful completion whilst employing appropriate research methods.	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Ella Reynolds

OTHER MODULE STAFF: Tracey O'Keefe

Summary of Module Content

This module is a core module which aims to provide students with the opportunity to develop skills and knowledge in the evaluation of research evidence, in order to guide and inform professional practice and policy decisions. It provides underpinning knowledge and understanding of research methods, enabling students to develop skills in critical appraisal of research.

Topic areas included in this module include:

- The concept and conduct of clinical research
- Implementation of research in clinical practice
- Academic literacy and research conventions in nursing
- Critical discrimination between and reasoned choice of different research methodologies for different purposes
- Data analysis and evaluation
- The regulatory environment - national and international.
- Ethical and research governance permissions
- Ethical issues in research.
- The requirements of professional practice

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Face to Face / Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	36	Presentations of concepts/ theory/research
Guided Independent Study	164	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Online/Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)

Guided Independent Study	200	Individual assignment development, independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Search Strategy (1000 words) LO2	20%
	Research Proposal (3000 words) LO1, LO3 & LO4	80%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Search Strategy (1000 words) LO2	20%
	Research Proposal (3000 words) LO1, LO3 & LO4	80%
		Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 14/06/2024	Approved by: Lucy Parkin Date: 15/06/2024

SECTION A: DEFINITIVE MODULE RECORD.**MODULE CODE:** UCSD2008 **MODULE TITLE:** Public Health and Equality**CREDITS:** 20**FHEQ LEVEL:** 5**HECOS CODE:** 100648**PRE-REQUISITES:** None**CO-REQUISITES:** None**COMPENSATABLE:** No**SHORT MODULE DESCRIPTOR:**

This module will develop a critical understanding of health and its determinants to develop skills in health needs assessment, planning and evaluation of public health interventions. Students will be equipped with the knowledge and skills to contribute to the improved health of populations via the promotion of health and prevention of diseases and the investigation and control of environmental threats to health.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	50%	P1 (Practical)	50%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Identify key health promotion strategies which promote public health interventions in the defined population
- Understand equality issues in relation to public health and their future professional practice

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically appraise the concepts of health and need and how this affects the development of public health policy and its impact on public health practice.	Knowledge and Understanding 1 & 3
LO2. Explore and critically analyse the relationship between material, psychosocial and behavioural determinants of health and well-being, developing an understanding of inequalities in health and the impact of social exclusion.	Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3
LO3. Develop an understanding of the process of collection, interpretation and analysis of local and national data, in order to identify the health needs and priorities of a defined population, relevant to their area of practice.	Practical Skills 1 & 3
LO4. Critically evaluate theories, models and ethical principles of health promotion and apply to collaborative public health interventions, with an evidence base relevant to their area of practice.	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Sarah Venn Dunn

Summary of Module Content

This module offers the students the opportunity to explore the concepts of health and need and the factors that influence health and wellbeing. Students will advance their knowledge and understanding associated with the development of public health policy and how this is directly related to the assistant practitioner role. There is a focus on existing health inequalities and social exclusion and their impact upon population health. This module aims to provide the students with a broader contextualised understanding of epidemiology and how population data can be interpreted.

Topic areas covered in this module include:

- Maintaining values in modern healthcare and public health systems
- Role and function of codes of practice/equality
- Equality Principles and theories
- Morals and Values in professional contexts
- Cost, choice and resource allocation of health care
- Consent, autonomy and paternalism in healthcare
- Professional responsibilities, duties and social conscience

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Face to Face / Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures and Seminars	36	Presentations of concepts/ theory/research
Guided Independent Study	164	Group assignment development and independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Online / Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Online distance learning supported by problem-based study materials including directed reading and contact / structured discussion with peers and academic and e-tutor staff.		

Guided Independent Study	200	Group assignment development and independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Slides for presentation (2000 words) LO2 & LO4	50%
Practical	Presentation (20 minutes) LO1 & LO3	50%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Slides for presentation (2000 words) LO2& LO4	50%
Practical	Presentation (20 minutes) LO1 & LO3	50%
		Total: 100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle Date: 14/06/2024	Approved by: Lucy Parkin Date: 15/06/2024
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2009 **MODULE TITLE:** Approaches to Mental Health
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100476
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

This module allows students to explore and reflect upon a range of areas associated with mental health care and support. Students will explore the core principles of mental health practice and examine the nature of traditional and non-traditional mental health treatment.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Demonstrate a sound understanding of the current sociology and social policy of mental health including knowledge that is at the forefront of debates around the contribution of sociology to the mental health field.
- Critically assess the social inequalities of e.g. social class, gender, race and additional ways in which society disables individuals with mental health problems including stigma

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Formulate an understanding of the basic values and principles to counter stigma, discrimination and double discrimination against people with mental health problems. LO2. Critically evaluate the major existing models which contribute to our understanding of the causes, processes and responses to mental health problems LO3. Scrutinise how service users can be empowered to be involved in making decisions about their own care, and in influencing the direct of policy, service provision and treatment. LO4. Evaluate how policy and guidance impact on services and the service user’s experience	Knowledge and Understanding 1 & 3 Cognitive an Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Ella Reynolds

Summary of Module Content

In this module students will learn about how politics and concepts about mental health and professionalism have driven contemporary approaches to these issues. By directly relating theory to case studies and examples, students will reflect upon how the services that are offered shape the lives and experiences of individuals supported by a range of practitioners in statutory organisations, the third sector and beyond.

Topic areas covered within this module include:

- Core principles of mental health intervention
- The historical evolution of ideologies and responses to mental health problems
- The social construction of 'mental illness'
- Current legislative and political influences on care
- Values and ethics in mainstream mental health practice
- Popular portrayals of people with mental health problems

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Face to Face / Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentations of concepts/ theory/research
Guided Independent Study	164	Individual Assignment preparation and independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Online / Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Guided Independent Study	200	Individual Assignment preparation and independent reading
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (3000 words) LO2 - LO4	75%
	Personal Reflection (1000 words) LO1	25%
		Total 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (3000 words) LO2 – LO4	75%
	Personal Reflection (1000 words) LO1	25%
		Total 100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle Date: 14/01/2024	Approved by: Lucy Parkin Date: 01/06/2024
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2011 **MODULE TITLE:** Long Term Conditions
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100260
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module is designed to provide trainee Assistant practitioners with the knowledge and skills to implement effective evidence-based care in the practice of long-term conditions care. It provides an in-depth management of long term conditions and their monitoring developed through a strong critical understanding of condition management and working alongside patients for strong patient centered focus and delivery.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	P1 (Practical)	Pass/Fail		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module students will be able to:

- Demonstrate contemporary knowledge, skills and competencies required to promote and manage long term conditions effectively in a variety of clinical settings.
- Demonstrate skills of critical evaluation, reasoned thinking and robust decision making to effectively manage long term conditions

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Evaluate knowledge and understanding of a range of long-term conditions. LO2. Formulate appropriate care, which applies ethical reasoning, research and evidence base for long term conditions management. LO3. Scrutinise current legislation, clinical guidelines, codes of practice and operational policy impact on clinical practice. LO4. Formulate and deliver appropriate health promotion/education for patients and their carers.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Venn-Dunn

OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- Consultation skills
- Health assessments
- Diagnostic tests
- Prevention and management of complications
- Improved outcomes for patients
- Self-management, patient engagement and self-care
- Medicine management
- Working with individuals who have a variety of health needs.
- Patient as a partner
- Ethical and legal issues, negligence and employment law.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Online / Distance Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2000 words) LO1, LO2	Total: 100%
Practical	Practice Assessment Document and supporting Professional Practice Portfolio of Evidence LO3 & LO4	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2000 words) LO1, LO2	Total: 100%
Practical	Practice Assessment Document LO3 & LO4	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 25/05/2024

Approved by: Lucy Parkin
Date: 01/06/2024

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2012 **MODULE TITLE:** Acute and Critical Care: Foundations for Practice

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100260

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will provide students with an introduction to Acute and Critical Care and will deliver the underpinning knowledge to support the safe and effective care of acute and critical care patients. In order to promote patient safety, students will engage in a number of different learning experiences to develop and enhance their knowledge, competency skills and technical abilities.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E2 (Clinical Examination)	100%	P1 (Practical)	Pass/Fail		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Demonstrate in-depth knowledge of the principles underpinning the care of adults experiencing acute and critical illness
- Demonstrate the knowledge, confidence and performance expected of Assistant Practitioners in dealing with acutely ill and unwell adults

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically appraise the effectiveness and utilise therapeutic interventions in the management of the acutely ill adult	Knowledge and Understanding 1, 2 & 3
LO2. Critically appraise the key concepts, theories, evidence, guidelines and policy upon their competency-based practice	Cognitive and Intellectual Skills 1, 2 & 3
LO3. Demonstrate the process of assessment and problem identification in the planning and evaluation of patient care	Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3
LO4. Critically appraise the ethical and legal issues associated with critical care practice.	Practical Skills 1, 2 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Ella Reynolds

OTHER MODULE STAFF: Sarah Colclough

Summary of Module Content

- Concepts of critical care and national policy drivers
- Patient assessment and monitoring
- Pain assessment and management
- Effect of acute / critical illness on body systems; including: respiratory, cardiac, renal and nervous systems
- Pathophysiology and treatment of shock
- Principles of pharmacokinetics and pharmacodynamics
- Care of the dying patient
- Ethical, moral and legal issues

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO1, LO2 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3	Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO1, LO2 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3	Total: 100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 14/01/2024

Approved by: Lucy Parkin
Date: 01/06/2024

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2013 **MODULE TITLE:** Podiatry
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100253
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module enables students within the Podiatry specialism to provide patients who have problems with their feet or lower limbs with expert care and attention. The module aims to develop creative, innovative and skilled podiatric assistant practitioners with a communicative and caring attitude towards patients. They will gain practical experience in the clinical environment, observing and working alongside skilled and experienced podiatrists and researchers.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module the student will be able to:

- Demonstrate independence in both study and competent podiatric practice, showing commitment to the concept of the ‘life-long learner’ fostering both continuing personal and professional development
- Critically reflect to include critical thinking in podiatric practice which is informed by research and is able to communicate ideas and information

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrates safe, proficient, confident and responsible practice, exercising accountability and autonomy in their role as both an independent Assistant Practitioner and as a member of a team	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3
LO2. Demonstrates in depth knowledge of human anatomy with particular reference to the foot and lower limb, that includes an overview of the gross anatomy of organ systems underpinning the later study of podiatry, podiatric biomechanics, surgery, pharmacology and medicine.	Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

<p>LO3. Explores and understands the development of normal human bipedal stance and locomotion across the life cycle</p> <p>LO4. Demonstrates detailed knowledge of the cell and its intra- cellular components, the structure and function of tissues with special reference to skin that underpins understanding of general and podiatric tissue pathology.</p> <p>LO5. Critical awareness of social and psychological factors that have an impact on patients' health and their implications for, and contribution to, patient care, recognising the psychosocial effects of loss of mobility and pain and the role of the podiatrist in their amelioration specifically in the context of improving the patient's quality of life, mobility and independence</p>	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Bronger

OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- Podiatric Studies
- Podiatric Clinical Studies
- Podiatric Anatomy
- Fundamentals of Human Physiology
- Podiatric Pathology
- Foundations of Interprofessional Practice

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Face to Face / Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Online / Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study (2500 words) LO2, LO3, LO4	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO1 & LO5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study (2500 words) LO2, LO3, LO4	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO1 & LO5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 25/05/2024	Approved by: Lucy Parkin Date: 01/06/2024

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

MODULE CODE: UCSD2014 **MODULE TITLE:** Occupational Therapy
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100249
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable the student to define and apply the occupational therapy process in practice, identify core occupational therapy skills and demonstrate effective professional communication and information gathering. The student will be facilitated to explore the relationship between occupation and health and well-being to individuals.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Define the occupational therapy process in practice, identify core occupational therapy skills and demonstrate effective professional communication and information gathering.
- Demonstrate occupational therapy practice connections between theory and practice relevant to the stage of learning of the student.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically analyses the role of the occupational therapist within the practice setting.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3
LO2. Recognise, describe and demonstrates the occupational therapy process	
LO3. Explain the strengths and weaknesses of evidence supporting an aspect of occupational therapy in relation to the practice area.	
LO4. Distinguish the core occupational therapy skills demonstrated within the inter-professional team.	
LO5. Discuss and compare the relationship between occupation, health and well-being.	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Venn-Dunn

OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- occupational therapy process
- assessment/information gathering
- reflection and analysis of practice
- personal and professional behaviour and development
- value and meaning of occupation to individuals

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Face to Face / Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
<i>Online / Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study LO1, LO2, LO5 (2500 words)	100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO4 & LO3	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study LO1 & LO2, LO5 (2500 words)	100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO4 & LO3	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 25/5/24	Approved by: Lucy Parkin Date: 01/06/2024

SECTION A: DEFINITIVE MODULE RECORD.**MODULE CODE:** UCSD2015 **MODULE TITLE:** Speech and Language Therapy**CREDITS:** 20**FHEQ LEVEL:** 5**HECOS CODE:** 100255**PRE-REQUISITES:** None**CO-REQUISITES:** None**COMPENSATABLE:** No**SHORT MODULE DESCRIPTOR:**

This module enables students who specialise in speech and language therapy to play an important supporting role in assessing and treating people who have communication and swallowing difficulties, both developmental and acquired. The module will provide students with the theory of speech and language therapy, and placements will immerse them in a variety of clinical environments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	50%	E2 (Clinical Examination)	50%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A
MODULE AIMS:

By the end of the module students will be able to:

- Demonstrate intellectual skills and understanding of typical speech, language and swallowing.
- Demonstrate clinically focused skills in clinical linguistics, phonetics and research methods

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrates a fundamental understanding of human anatomy, physiology and physics of sound to enable subsequent learning on communication and swallowing disorders	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3
LO2. Demonstrates the skills associated with linguistic transcription and analysis with particular consideration of communication difficulties through practical and experiential learning.	
LO3. Utilises the core skills essential for gathering linguistic data to facilitate deductive and analytical thinking	
LO4. Demonstrates informed judgements and reasons clinically about atypical development in feeding and communication.	
LO5. Demonstrates an understanding of a range of communication-driven difficulties, drawing on knowledge of	

developmental foundations, linguistics and anatomy and physiology in the application to communication needs.	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Antonio Specchia

OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- Professional Practice Foundations
- Interprofessional Education
- Linguistics for Speech & Language Therapy
- Methods of Psychological Enquiry
- Introductory Physiology and Anatomy
- Neurobiological Foundations of Communication
- The Lifespan: Typical Development, Variation and Change

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Online / Distance Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Unseen Exam LO1	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO2 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3 & LO5	Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Exam	Unseen Exam LO1	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO2 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3 & LO5	Total: 100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 14/01/2024

Approved by: Lucy Parkin
Date: 01/06/2024

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

MODULE CODE: UCSD2016 **MODULE TITLE:** Radiography
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100131
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

This module will equip students with knowledge and skills to assist in the study of the imaging procedures. Students will learn to undertake radiographic examinations in a safe, competent and effective manner and gain an understanding of the radiographic skills needed for an assistant practitioner, and will recognise the physical, psychosocial and environmental factors which influence the patient radiographer interaction.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	50%	E2 (Clinical Examination)	50%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of this module students will be able to:

- Consider the body as a 3-dimensional structure to facilitate their clinical practice and the interpretation of cross-sectional images.
- Demonstrate basic radiographic skills utilising relevant medical terminology, developing the fundamentals of patient care.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Recognise and correlate the appearance of anatomical structures on planar and cross-sectional images of the body. LO2. Identify and describe the significance of common pathologies of the digestive, central nervous (including ear, eyes and nose), endocrine and genitourinary systems LO3. Describe significance of observations and other relevant tests/investigations that the patient may have had or be about to undergo LO4. Apply radiation safety measures to protect themselves, colleagues, patients and other members of the public for radiographic examinations of the chest and abdomen	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

<p>LO5. Demonstrates associated knowledge of physical concepts, quantities and measurements needed to understand the nature, production and interaction of electromagnetic radiations, with emphasis on the use of X rays in clinical practice.</p> <p>LO6. Demonstrates a working knowledge of basic radiographic practice and of relevant professional terminology.</p>	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Paul Hindle

OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- Anatomy, Physiology and Pathology
- Terminology
- Radiographic Practice and Radiography of the Chest and Abdomen
- Fundamentals of Radiation Science & Protection
- Professionalism
- Radiography of the Appendicular Skeleton

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Exam	Unseen Exam LO1 & LO2	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO4 & LO3	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO5 & LO6	Total 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Exam	Unseen Exam LO1 & LO2	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO4 & LO3	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO5 & LO6	Total 100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 14/01/2024

Approved by: Lucy Parkin
Date: 01/06/2024

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

MODULE CODE: UCSD2017 **MODULE TITLE:** Perioperative Practice
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100260
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module equips assistant practitioners within the perioperative environment with the knowledge, skills and practical experience in order to enhance their skills in all areas of the clinical environment. It is a contemporary programme that develops practice and it delivered by experts in the field. Students come from a variety of clinical and professional backgrounds which also enhances learning experience.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	100%			P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module students will be able to:

- Describe the fundamental aspects of perioperative care
- Promote self-awareness, teamwork and understanding of how human factors influence patient care and safety.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Apply knowledge and understanding of normal and altered physiology to support the patient through the perioperative environment.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3
LO2. Critically appraise a plan of action for the deteriorating patient within the perioperative setting.	
LO3. Demonstrate according to best practice a range of responses to a perioperative Never Event.	
LO4. Critically reflect on non-technical skills, including communication skills, professionalism and accountability, related to your practice.	

LO5. Demonstrate effective leadership of the small perioperative team	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Venn Dunn

OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- Preparation and use of equipment
- Principles of risk management
- Decontamination and sterilisation of both equipment and environment
- Consideration of policies including Accountable Items, Consent and Capacity and escalation process.
- leadership and management in healthcare practice
- Minimising risk
- Never events
- Specialised knowledge - diathermy, wound closure
- Infection control
- Nursing care of patients undergoing a range of surgical interventions
- Anaesthetic care
- Recovery care
- Emergency care
- Meeting the needs of patients with complex needs / medical history

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] Online / Distance Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Unseen Exam LO1, LO2, LO3	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO4 & LO5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Unseen Exam LO1, LO2, LO3	Total: 100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO4 & LO5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 14/01/2024	Approved by: Lucy Parkin Date: 01/06/2024

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2018 **MODULE TITLE:** Audiology

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100257

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module introduces audiological clinical skills and allows the student to build on and consolidate the knowledge required in the practical clinical setting, allowing students to reflect on their own practice and professional development within the context of interprofessional working. This module provides an insight into the core skills and competencies required as an Associate Audiologist

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	50%	E2 (Clinical Examination)	50%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module students will be able to:

- Demonstrate knowledge and competency in routine Audiological clinical procedures
- Produce a Professional portfolio of evidence which cumulatively records the professional skills, knowledge and attitudes required for future professional registration

ASSESSED LEARNING OUTCOMES

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrate the knowledge and understanding to carry out effective audiological procedures	Knowledge and Understanding 1, 2 & 3
LO2. Communicate effectively with patients, audiological colleagues and other professionals whilst demonstrating the standards of professional behaviour as defined by regulatory and professional bodies	Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3
LO3. Demonstrate competency in routine Audiological clinical procedures	Employment Related Skills 1, 2 & 3
LO4. Evaluate safe and effective work practices in audiology clinical environments.	Practical Skills 1, 2 & 3
LO5. Assess interpret and explain results of audiological assessments	

LO6. Apply audiological knowledge and skills to critically evaluate assessment and results and to effectively create a treatment plan for hearing rehabilitation	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Antonio Specchia

OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- Otoscopic examination
- Principles of pure tone air and bone conduction audiometry, including masking and its application
- Interpret an audiogram in terms of degree and type of loss
- Preparation of audiological equipment
- Routine audiological diagnostic test procedures
- Routine auditory amplification rehabilitation equipment procedures
- Treatment planning
- Communication with patients and with clinical colleague
- Report writing
- Professional behaviours and attitudes
- Clinical decision making

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Face to Face / Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Online / Distance Delivery</i>		
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Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Exam	Unseen Exam LO1	100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO2 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3, LO5 & LO6	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Exam	Unseen Exam LO1	100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO2 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO3, LO5 & LO6	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 14/01/2024

Approved by: Lucy Parkin
Date: 01/06/2024

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2022 **MODULE TITLE:** Physiotherapy
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100252
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will serve to consolidate your knowledge and understanding of the integrative relationship between anatomy, physiology, psychology, and sociology as it relates to the whole person, and provide opportunities for you to practice the application of knowledge, whilst drawing on current research activities and healthcare innovations.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

		E2 (Clinical Examination)	100%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module students will be able to:

- Describe, in detail, the biopsychosocial approach, using relevant evidence to apply this model to your own clinical practice.
- Produce a Professional portfolio of evidence which cumulatively records the professional skills, knowledge and attitudes required for future professional registration

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Describe the detailed structure and function, and the key anatomical and physiological changes associated with a range of common pathologies and health conditions affecting the cardiovascular and respiratory systems.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3
LO2. Demonstrate your knowledge and understanding of the integrated nature of anatomical, pathophysiological, and psychosocial factors that may influence the patient experience.	Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3
LO3. Demonstrate your understanding of effective communication in healthcare and describe how this may impact upon your ability to communicate with a range of individuals, including, but not limited to, patients, care givers and practitioners.	

LO4. Demonstrate your ability to search for and utilise appropriate research evidence and be aware of advances in healthcare research and innovation	
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25
MODULE LEADER: Paul Hindle

NATIONAL COST CENTRE: 103
OTHER MODULE STAFF: Associate Specialist Lecturers

Summary of Module Content

- Cardiovascular and Respiratory Systems
- Psychosocial, factors influencing a patient's health-related quality of life
- Theory and application of effective strategies for communicating with peers / patients / care givers / practitioners
- Understanding, accessing, and critiquing research evidence including effectiveness of manual therapy professions

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Face to Face / Classroom Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Simulation Activity and Workshops	14	Simulated activity in preparation for ISCE and to embed theory safely in practice
Guided Independent Study	50	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] <i>Online / Distance Delivery</i>		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	100	Independent reading and study

Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)
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SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO3 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO1 & LO2	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO3 & LO4	Pass/Fail
Clinical Examination	Integrated Subjective Clinical Examination LO1 & LO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Paul Hindle Date: 14/01/2024	Approved by: Lucy Parkin Date: 01/06/2024

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2060 **MODULE TITLE:** Advanced Mental Health Practitioner
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100252
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will build on your knowledge and understanding in relation to person/family centred care delivery. You will engage in scenario-based learning to support your development of holistic assessment skills in relation to health and well-being. You will examine the results of patient assessments and following review of the evidence base, including clinical guidelines, you will prioritise and plan delivery of care using both pharmacological and non-pharmacological interventions in relation to mental health practice. You will consider the impact of altered health on individuals and explore the importance of communicating with individuals / families and / or carers to develop a shared understanding of prescribed treatments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module students will be able to:

- Describe, in detail, the biopsychosocial approach, using relevant evidence to apply this model to your own clinical practice.
- Produce a Professional portfolio of evidence which cumulatively records the professional skills, knowledge and attitudes required for future professional registration

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Formulate a plan of care based on a holistic person/family centred assessment.	Knowledge and Understanding 1, 2 & 3
LO2: Identify functional changes of altered health and the impact on individuals.	Cognitive and Intellectual Skills 1, 2 & 3
LO3: Explore evidence to prioritise both pharmacological and non-pharmacological care.	Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3
LO4: Develop insight into the principles of pharmacodynamics/pharmacokinetics and their application to specific populations.	Practical Skills 1, 2 & 3
LO5: Exemplify the ability to work with individuals / families and / or carers to develop a shared understanding of prescribed treatments.	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 24/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Sarah Brounger

OTHER MODULE STAFF: Ella Reynolds

Summary of Module Content

- Risk Factors for mental health problems
- Psychosocial, factors influencing a patient's health-related quality of life
- Pathophysiology of common mental health disorders and medications used to manage them
- Understanding, accessing, and critiquing research evidence on a range of forms for managing mental health

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Face to Face / Classroom Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, Seminars and Tutorials	36	Presentation of Theory, concept and research
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	64	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Online / Distance Delivery		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice Based Learning	100	Practice based learning supported by practice-based mentors and clinical educators
Guided Independent Study	100	Independent reading and study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Case Study LO1, LO2	100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO3, LO4 & LO5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study LO1, LO2	100%
Practical	Practice Assessment Document and Supporting Professional Practice Portfolio of Evidence LO3, LO4 & LO5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Paul Hindle
Date: 13/06/2024

Approved by: Lucy Parkin
Date: 21/06/2024