

**University of Plymouth  
Partnerships**

**Truro & Penwith College**

# **Programme Quality Handbook**

**FdSc Health and Wellbeing**

**2024 – 2025**

# Contents

<a href="#"><u>Welcome and Introduction</u></a>	<a href="#"><u>3</u></a>
<a href="#"><u>Programme Specification</u></a>	<a href="#"><u>4</u></a>
<a href="#"><u>Module Records: Level 4</u></a>	<a href="#"><u>13</u></a>
<a href="#"><u>Module Records: Level 5</u></a>	<a href="#"><u>26</u></a>



# WELCOME AND INTRODUCTION

## Welcome and Introduction to FdSc Health and Wellbeing

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or to take advantage of other graduate opportunities. It is also a platform from which you can undertake additional academic, and in some instances professional, qualifications. The programme is validated by the University of Plymouth and underpinned by the QAA Quality Code.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

**Note:** the information in this handbook should be read in conjunction with: the [University Centre Student Handbook](#) (on SharePoint) which contains information on issues such as finance, student support, careers, learning resources and studying at University Centre Truro and Penwith; the University of Plymouth Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook>; and your Teaching, Learning and Assessment Handbook available on SharePoint.

# Programme Specification

## 1. Award

**Final Award Title:** FdSc Health & Wellbeing

**Level 4 Intermediate award title:**

**UCAS Code:** BB94

**HECoS Code:** 100473 Health Studies (60%)

100247 Nutrition (20%)

101319 Exercise for health (20%)

## 2. Awarding Institution: University of Plymouth

a. Teaching Institution: Truro and Penwith College

## 3. Accrediting Body(ies)

None

## 4. Distinctive Features of the Programme and the Student Experience

Whilst exercise and good diet are still recognised as major elements of maintaining good health, there is now widespread recognition that the promotion of wellbeing is equally vital. The FdSc Health & Wellbeing examines factors that affect our health as well as methods that can be used to promote both physical and mental wellbeing.

The course has at its core an understanding of contemporary factors that are affecting our health, related particularly to nutrition and our physical and mental wellbeing. The programme develops specific practice from this base, into an understanding of the social context of health and wellbeing, the psychology behind our nutritional choices and how we can promote good physical and mental health. Students will develop their understanding of nutrition in relation to the health and wellbeing of the community. Stage two culminates in a project which allows students to develop their own interest, while also acquiring and developing skills of research and investigation. The theoretical components of the course are complemented by specific wellbeing-based content that reflects the current national impetus and importance surrounding social prescribing.

The picturesque campus at Penwith College is the perfect location for delivering this course. It is situated in the idyllic grounds of an 18<sup>th</sup> Century Grade II listed manor house with tree-lined avenues and breath-taking views over Mounts Bay and St Michael's Mount. Higher Education students have their own designated building adjacent to the manor's Victorian walled garden and the campus provides its own calm tranquillity for students to nurture their own health and wellbeing whilst learning about how to promote it in others. Alongside their own common room with cooking facilities, students have access to on-site catering facilities including the award-winning Senara restaurant which was voted AA College Restaurant of the Year 2022-23. Additionally, students have free access to the on-site fitness suite and a range of activities provided by the Health, Wellbeing & Sport team.

## **5. Relevant QAA Subject Benchmark Group(s)**

The programme development was informed by the following:-

[Framework for Higher Education \(FHEQ\) programmes at level 4 and 5](#)

[Characteristics Statement: Foundation Degree \(qaa.ac.uk\)](#) [Subject Benchmark Statement: Health Studies](#)

## 6. Programme Structure

### a. Full-time Route

YEAR 1 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
<a href="#">TRUR1288</a>	Anatomy and Physiology	20	Core	AY
<a href="#">TRUR1289</a>	Social Context of Health and Wellbeing	20	Core	AY
<a href="#">TRUR1290</a>	Health Monitoring and Evaluation	20	Core	AY
<a href="#">TRUR1291</a>	Promoting Healthy Lifestyles	20	Core	AY
<a href="#">TRUR1292</a>	Principles of Nutrition and Health	20	Core	AY
<a href="#">TRUR1293</a>	Social Prescribing	20	Core	AY

YEAR 2 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
<a href="#">TRUR2292</a>	Psychology of Nutrition	20	Core	AY
<a href="#">TRUR2293</a>	Evidence Based Practice	20	Core	AY
<a href="#">TRUR2294</a>	Project	20	Core	AY
<a href="#">TRUR2295</a>	Developing Wellbeing in the Community	20	Core	AY
<a href="#">TRUR2296</a>	Physical Activity for Special Populations	20	Core	AY
<a href="#">TRUR2297</a>	Professional Practice	20	Core	AY

## b. Part-time Indicative Route

YEAR 1 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
<a href="#">TRUR1288</a>	Anatomy and Physiology	20	Core	AY
<a href="#">TRUR1289</a>	Social Context of Health and Wellbeing	20	Core	AY
<a href="#">TRUR1292</a>	Principles of Nutrition and Health	20	Core	AY

YEAR 2 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
<a href="#">TRUR1290</a>	Health Monitoring and Evaluation	20	Core	AY
<a href="#">TRUR1291</a>	Promoting Healthy Lifestyles	20	Core	AY
<a href="#">TRUR1292</a>	Social Prescribing	20	Core	AY

YEAR 3 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
<a href="#">TRUR2293</a>	Evidence Based Practice	20	Core	AY
<a href="#">TRUR2295</a>	Developing Wellbeing in the Community	20	Core	AY
<a href="#">TRUR2296</a>	Physical Activity for Special Populations	20	Core	AY

YEAR 4 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
<a href="#">TRUR2292</a>	Psychology of Nutrition	20	Core	AY
<a href="#">TRUR2294</a>	Project	20	Core	AY
<a href="#">TRUR2297</a>	Professional Practice	20	Core	AY

## **7. Programme Aims**

- A1. To develop, appreciate and apply a knowledge and understanding of health and wellbeing.
- A2. To develop skills in independent study, research and the development of transferable skills such as communication, problem solving, self-appraisal and analysis.
- A3. To enable students to understand the nature, practices and application of skills within the field of health and wellbeing.
- A4. To enable students to develop an understanding and appreciation of the moral, ethical and safety issues involved in the field of health and wellbeing.
- A5. To prepare students for employment and progression to their chosen vocational and/or academic future with the development and appreciation of personal and transferable skills appropriate to the field of health and wellbeing.

## **8. Programme Intended Learning Outcomes**

### **8.1. Knowledge and understanding**

On successful completion graduates should have developed knowledge and understanding of:

- 8.1.1. The multi-disciplinary nature of the health and wellbeing landscape and the wider social and environmental implications of health and wellbeing, being able to debate issues in relation to more general ethical perspectives.
- 8.1.2. The underlying biological and psychological processes involved in good physical and mental wellbeing such as anatomy, physiology and nutrition.
- 8.1.3. Key teaching, learning and communication skills relevant to the practice of promoting healthy lifestyles, wellbeing and specific physical activity programmes.
- 8.1.4. The role of research and research evaluation within health and wellbeing practice.

### **8.2. Cognitive and intellectual skills**

On successful completion graduates should have developed the ability to:

- 8.2.1. Draw on research methodologies relevant to health and wellbeing and discuss and critique rival theories and frameworks.



- 8.2.2. Intelligently apply appropriate principles in screening and assessing health status.
- 8.2.3. Demonstrate the accommodation of new ideas and practices alongside problem solving and research skills.
- 8.2.4. Demonstrate subject-specific and generic skills, including skills of investigation and enquiry, oral and written communicative skills, the use of a range of technology systems for accessing data, resources, contacts and literature, and face-to-face skills.

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

- 8.3.1. Demonstrate critical reflection on issues of practice, on new knowledge and understandings, and on student's own and others performance against agreed criteria.
- 8.3.2. Demonstrate a developing critical and creative independence, flexibility and sensitivity across both individual and group work whilst taking responsibility for own learning with minimal direction.
- 8.3.3. Interact effectively with others including clients/peers and communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using IT).
- 8.3.4. Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies.

### **8.4. Employment related skills**

On successful completion graduates should be able to:

- 8.4.1. Demonstrate, understand and reflect upon their own skills in relation to competencies to meet the needs of employers within the health and wellbeing sector.
- 8.4.2. Manage time and resources effectively by drawing on planning and organisational skills and work in flexible, creative and independent ways, showing self-discipline, self-direction and reflection.
- 8.4.3. Demonstrate understanding and ability in key employability skills in health and wellbeing such as teamwork, multi-disciplinary working and ethical practice.

## 8.5. Practical skills

On successful completion graduates should have developed:

- 8.5.1. The ability to identify physical and mental health issues through the application of health screening techniques.
- 8.5.2. Skill and understanding in devising strategies for health and wellbeing and deploying and selecting physical activity programmes.
- 8.5.3. The ability to deal effectively, and in a caring manner, with individuals.
- 8.5.4. Organisation and management of projects alongside the capability to work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.

## 9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent will be considered) Maths, Science and English at Grade 4/C or above plus a relevant level 3 qualification. Applicants will be interviewed to assess the experience/capabilities for successful entry and completion of the course.

Entry Requirements for FdSc Health and Wellbeing	
Level 3: at least one of the following: <ul style="list-style-type: none"><li>- AS/A Levels</li><li>- Advanced Level Diploma</li><li>- BTEC National Certificate/Diploma</li><li>- VDA: AGNVQ, AVCE, AVS</li><li>- Access to HE or Year 0 provision</li><li>- International Baccalaureate</li><li>- Irish/Scottish Highers/Advanced Highers</li></ul>	48 UCAS points from relevant Level 3 qualification.  Achievement of an Access to HE Diploma
Work Experience	Considered on an individual basis through an interview process.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Regulations
Interview / Portfolio requirements	All students will be interviewed

Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students are expected to purchase a current DBS.
---	--

Apply online at [www.ucas.com](http://www.ucas.com). For further information on the admissions process contact [heEnquiry@truro-penwith.ac.uk](mailto:heEnquiry@truro-penwith.ac.uk) or 01872 305746.

## 10. Progression criteria for Final and Intermediate Awards

Students undertaking the FdSc Health and Wellbeing may progress onto the following degree programmes:

- BSc (Hons) Applied Sport and Health Science (top up) – Truro and Penwith College
- BA (Hons) Human Behavioural Studies (top up) – Truro and Penwith College
- BSc (Hons) Applied Social Science (top up) – Truro and Penwith College

Other institutions may also offer appropriate progression choices and students are encouraged to discuss other options with their Personal Tutor. Applications for progression will be subject to availability and must be submitted by the given deadline.

Upon completion of the FdSc Health and Wellbeing students may be suited to work in a variety of settings and these opportunities include, but are not limited to working in the following sectors:

- NHS Careers Pathways
- Public Health
- Community Hub programmes
- The voluntary sector

## 11. Non Standard Regulations

N/A

## 12. Transitional Arrangements

N/A

## Appendix A: Programme Specification Mapping

Module contribution to the meeting of Programme Learning Outcomes

CORE MODULES: tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Programme Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings E1- exam T1- in-class test C1- coursework P1 - practical			
		8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills			8.5 Practical skills					
		8.1.1	8.1.2	8.1.3	8.1.4	8.2.1	8.2.2	8.2.3	8.2.4	8.3.1	8.3.2	8.3.3	8.3.4	8.4.1	8.4.2	8.4.3	8.5.1			8.5.2	8.5.3	8.5.4
Level 4	TRUR1288 Anatomy and Physiology		✓					✓	✓												Y	C1: 50% P1: 50%
	TRUR1289 Social Context of Health and Wellbeing	✓			✓	✓						✓									Y	C1: 100%
	TRUR1290 Health Monitoring and Evaluation		✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	N	C1: 50% P1: 50%
	TRUR1291 Promoting Healthy Lifestyles			✓		✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	Y	C1: 100%
	TRUR1292 Principles of Nutrition and Health		✓			✓						✓									Y	C1: 100%
	TRUR1293 Social Prescribing	✓		✓	✓			✓	✓		✓										Y	C1: 50% P1: 50%
Level 4 LOs																						
Level 5	TRUR2292 Psychology of Nutrition	✓	✓					✓	✓									✓			Y	C1: 100%
	TRUR2293 Evidence Based Practice	✓			✓	✓		✓	✓		✓		✓					✓			Y	C1: 50% P1: 50%
	TRUR2294 Project				✓	✓		✓	✓		✓		✓	✓	✓					✓	Y	C1: 100%
	TRUR2295 Developing Wellbeing in the Community	✓		✓		✓		✓	✓	✓	✓				✓		✓				Y	C1: 100%
	TRUR2296 Physical Activity for Special Populations	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		N	C1: 50% P1: 50%
	TRUR2297 Professional Practice	✓		✓			✓			✓	✓	✓		✓		✓			✓	✓	Y	C1: 100%
Level 5 LOs																						
Confirmed Programme LOs																						

# LEVEL 4

# MODULE RECORDS

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1288      **MODULE TITLE:** Anatomy and Physiology  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100262 physiology; 100264 anatomy  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** The aim of this module is to give students an understanding of the structure and function of those systems in the human body that are of direct relevance to health and wellbeing. Some consideration will also be given to the functioning of these organ systems and how they can be affected by nutrition and physical activity.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>50%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** n/a

### MODULE AIMS:

- To know and understand the operation of the structure and mechanisms of the digestive, skeletal, muscular, respiratory, nervous and cardio - vascular systems
- To give an understanding of the physiological processes of energy production
- To explore the impact of nutrition and physical activity on the body's systems

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Describe the structure and function of the digestive system	8.1.2, 8.2.3, 8.2.4
2. Exhibit a knowledge of the skeletal and muscular system and their relation to nutrition and physical activity	8.1.2, 8.2.3, 8.2.4
3. Outline the cardiovascular and respiratory systems and the effect of nutrition and physical activity upon them	8.1.2, 8.2.3, 8.2.4
4. Describe the general features of the nervous system and its role in the regulation of the respiratory and cardiovascular systems	8.1.2, 8.2.3, 8.2.4
5. Demonstrate an understanding of the process of energy generation	8.1.2, 8.2.3, 8.2.4

**DATE OF APPROVAL:** 26- Apr-23

**DATE OF IMPLEMENTATION:** Sep-23

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 106
<b>MODULE LEADER:</b> Samantha Boston	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> The aim of this module is to give students an understanding of the structure and function of those systems in the human body that are of direct relevance to health and wellbeing. Some consideration will also be given to the functioning of these organ systems and how they can be affected by nutrition and physical activity.	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one and group tutorials
Practical classes and workshops	10	Participation in, or observation of, practical sessions of physical activity to examine the functioning of the body
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Posters/information resources (ALOs 2, 3, 4, 5)	100%
Practical	Practical 1 – Practical presentation (ALO1)	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 - Essay	100%
Coursework (in lieu of the original P1 assessment)	Essay in lieu of practical presentation	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date:	<b>Approved by:</b> Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1289      **MODULE TITLE:** Social Context of Health and Wellbeing  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100473 health studies  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** This module develops an understanding of the wider context of health care including trauma impact, social isolation, discrimination, social deprivation, poverty and the family. It introduces the concept of epidemiology in relation to social groups. It also develops an understanding of inclusive work practices.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To develop an understanding of the social context of health and wellbeing
- To explore inclusive work practices
- To introduce the concept of epidemiology

**ASSESSED LEARNING OUTCOMES:** *(refer to Programme Specification for relevant Programme Intended Learning Outcomes)*

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Describe the relationships between trauma, social deprivation, poverty, isolation and health or wellbeing	8.1.1, 8.2.1
2. Demonstrate knowledge of the concepts and constructs used to describe and analyse social differences	8.1.1, 8.2.1, 8.3.4
3. Demonstrate a knowledge and understanding of working practices related to diversity and discrimination	8.1.1, 8.1.4
4. Demonstrate an ability to identify anti-discriminatory practice in health or wellbeing-related situations	8.1.1

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-23

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY



## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Hannah Anthony	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> This module develops an understanding of the wider context of health care including trauma impact, social isolation, discrimination, social deprivation, poverty and the family. It introduces the concept of epidemiology in relation to social groups. It also develops an understanding of inclusive work practices.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one and group tutorials
Work Based Learning	10	Shadowing of local voluntary organisations
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Leaflet (ALOs 3, 4)	40%
	Coursework 2 – Essay (ALOs 1, 2)	60%
		= 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 - Essay	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date:	<b>Approved by:</b> Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR1290	<b>MODULE TITLE:</b> Health Monitoring and Evaluation	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECoS CODE:</b> 100473 health studies
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
<b>SHORT MODULE DESCRIPTOR:</b> This module focuses on the transition of the new health agenda, the prevention of illness and maintenance of health and wellbeing. It gives students the practical tools and knowledge to monitor and evaluate basic health markers along with the transferable skills to engage clients, empathise and communicate results effectively.		

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>50%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To understand basic health conditions and their physiological effects
- To explore methods of health screening focusing on reliability, accuracy, precision and validity of testing
- To understand how to interpret data gained from health screening and health implications
- To develop the transferable skills required to facilitate effective testing and intervention with clients

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Describe the physiological conditions related to basic health conditions	8.1.2
2. Practically demonstrate how to complete health screening measurements and collect data in a simulated work-based environment	8.1.3, 8.2.2, 8.2.3, 8.3.3, 8.4.2, 8.5.1, 8.5.4
3. Show and demonstrate transferable skills to engage and work with clients effectively	8.1.3, 8.3.1, 8.3.3, 8.4.1, 8.4.3, 8.5.3
4. Interpret and explain health screening data	8.2.4, 8.3.4, 8.5.2

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-23

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Samantha Boston	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> This module focuses on the transition of the new health agenda, the prevention of illness and maintenance of health and wellbeing. It gives students the practical tools and knowledge to monitor and evaluate basic health markers along with the transferable skills to engage clients, empathise and communicate results effectively.	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one and group tutorials
Practical classes and workshops	15	Simulated health assessment environment
Work Based Learning	10	Shadowing in local health environments
Guided Independent Study	115	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Assessment 1 – Report (ALO 1)	100%
P1	Assessment 2 - Practical task, report & viva (ALOs 2, 3, 4)	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
?C1	Series of information leaflets	100%
P1	Practical and viva	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date:	<b>Approved by:</b> Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1291      **MODULE TITLE:** Promoting Healthy Lifestyles  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100473 health studies  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** The development of public learning and awareness of nutrition is vital within the concept of wellbeing in contemporary society. This module examines ways in which healthy living can be promoted and the use of education techniques when dealing with clients.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To develop an understanding of contemporary health promotion practice
- To develop the transferable skills necessary to design, deliver and evaluate a health promotion campaign

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Understand and compare a range of different approaches to health promotion	8.1.3, 8.2.1, 8.3.1
2. Examine how health education campaigns are implemented	8.1.3, 8.2.1, 8.3.1, 8.4.3
3. Design and deliver a health education campaign in an appropriate setting	8.1.3, 8.2.3, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3, 8.5.4
4. Reflect upon and evaluate own transferable skills to develop performance	8.3.1, 8.4.1

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-23

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Samantha Boston	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> The development of public learning and awareness of nutrition is vital within the concept of wellbeing in contemporary society. This module examines ways in which healthy living can be promoted and the use of education techniques when dealing with clients.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one and group tutorials
Practical classes and workshops	10	
External Visits	10	Visits to local providers of health campaigns as research for planning students' own campaign for their summative assessment
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Report (ALOs 1, 2)	50%
	Coursework 2 – Campaign & evaluative reflection (ALOs 3,4)	50%
		= 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 - Report	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date:	<b>Approved by:</b> Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1292      **MODULE TITLE:** Principles of Nutrition and Health  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100247 nutrition; 100744 dietetics  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** This module explores the key concepts and principles of nutrition within the context of biochemical processes. Students will have the opportunity to use dietary information to make recommendations to improve individual nutritional intake.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To understand the principles of nutrition and the human diet
- To understand the processes of human nutrition related to energy and health
- To understand the role of the microbiome in maintaining good health

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate an understanding of the nutritional requirements of individuals	8.1.2, 8.3.4
2. Demonstrate an understanding of the sources and function of macro and micronutrients	8.1.2
3. Demonstrate an understanding of the relationship between diet and diet related diseases	8.1.2
4. Demonstrate an understanding of how the body uses nutrients once digested	8.1.2
5. Demonstrate an understanding of the role the microbiome plays in maintaining good health	8.1.2, 8.2.1

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-23

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Nadia Edyvean	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> This module explores the key concepts and principles of nutrition within the context of biochemical processes. Students will have the opportunity to use dietary information to make recommendations to improve individual nutritional intake.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one and group tutorials
Practical classes and workshops	10	
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Presentation slides (ALOs 1-4)	60%
	Coursework 2 – Report (ALO 5)	40%
		= 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 - Report	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date:	<b>Approved by:</b> Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1293      **MODULE TITLE:** Social Prescribing  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100473 health studies  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** In this module students will develop knowledge and understanding of the key principles of social prescribing and the role it currently holds in the promotion of physical and mental health. Students will examine the impact that social prescribing has had on health and wellbeing to date and will be encouraged to formulate their own ideas of how social prescribing can develop in the future.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>50%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To explore the key concepts of social prescribing and their uses alongside contemporary health practice
- To develop an analytical and evaluative understanding of the impact of social prescribing on health and wellbeing

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Describe in detail the key concepts of social prescribing	8.1.1, 8.1.3
2. Evaluate the role that social prescribing has within the current healthcare landscape	8.1.1, 8.1.3, 8.2.3
3. Give an analytical examination of the impact of social prescribing on physical and mental health and wellbeing	8.1.4, 8.2.4, 8.3.2

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-23

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY



## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Hannah Anthony	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> In this module students will develop knowledge and understanding of the key principles of social prescribing and the role it currently holds in the promotion of physical and mental health. Students will examine the impact that social prescribing has had on health and wellbeing to date and will be encouraged to formulate their own ideas of how social prescribing can develop in the future.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one and group tutorials
Practical classes and workshops	10	
External Visits	10	Visits to local providers of social prescribing to provide research for assessment work
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Essay (ALOs 1, 2)	100%
Practical	Practical 1 – Practical presentation (ALO 3)	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Presentation slides (ALO's 1, 2)	100%
Coursework (in lieu of the original P1 assessment)	Essay in lieu of practical presentation (ALO 3 2,000 words)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Date:	<b>Approved by:</b> Date:

# LEVEL 5

# MODULE RECORDS

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2292      **MODULE TITLE:** Psychology of Nutrition  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100247 nutrition; 100985 health psychology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** This module explores the links between psychological processes and wellbeing, and in this context looks at eating disorders and issues with a range of conditions. It also develops a critical awareness of the cultural portrayal of health and fitness, and the issues surrounding the concept of fitness.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To understand key concepts of psychology and culture and their influence upon conceptualising nutritional health and wellbeing
- To understand the connections and relationship between psychological factors and dietary behaviour

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically describe key psychological processes that impact on nutritional health	8.1.1, 8.1.2
2. Identify cultural factors that impact upon nutritional health	8.1.1
3. Describe the characteristics of nutritional well-being	8.1.1, 8.1.2, 8.5.2
4. Demonstrate an analytical understanding of how a range of psychological conditions can impact on to dietary behaviour	8.2.3, 8.2.4

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-24

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Nadia Edyvean	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> This module explores the links between psychological processes and wellbeing, and in this context looks at eating disorders and issues with a range of conditions. It also develops a critical awareness of the cultural portrayal of health and fitness, and the issues surrounding the concept of fitness.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one and group tutorials
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Essay (ALOs 1, 2)	50%
	Coursework 2 – Critical review (ALOs 3, 4)	50%
		= 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework – Critical Essay (ALOs 1 - 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sam Boston Date: September 2024	<b>Approved by:</b> Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR2293	<b>MODULE TITLE:</b> Evidence Based Practice	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECoS CODE:</b> 100473 health studies
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module develops an understanding of research approaches and methodologies, introducing an appreciation of evidence-based practice within health. It explores the principles of data collection and analysis, the reliability and the methods of collecting data and issues of ethics and professionalism within research. It develops an understanding of the importance of epidemiology in progressive research.		

<b>ELEMENTS OF ASSESSMENT</b> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>50%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To develop the ability to search and critically appraise of research methods in health
- To develop an understanding of developing practice based upon evidence

**ASSESSED LEARNING OUTCOMES:** *(refer to Programme Specification for relevant Programme Intended Learning Outcomes)*

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

<b>Assessed Module Learning Outcomes:</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to:</b>
1. Demonstrate an evaluative understanding of research methods and practice	8.1.4, 8.2.1
2. Identify the relevance of evidence-based practice to health and wellbeing practice	8.1.1, 8.2.1, 8.3.4
3. Analyse evidence-based practice in relation to epidemiology	8.1.1, 8.2.1
4. Describe and differentiate between techniques used to measure dietary intake - to include dietary recalls, food records, diet histories and questionnaires	8.2.1, 8.5.2
5. Evaluate health-related or nutritional studies, demonstrating knowledge of design, data collection, analysis and presentation	8.1.4, 8.2.1, 8.2.3, 8.2.4, 8.3.2

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-24

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Samantha Boston	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> This module develops an understanding of research approaches and methodologies, introducing an appreciation of evidence based practice within health. It explores the principles of data collection and analysis, the reliability and the methods of collecting data and issues of ethics and professionalism within research. It develops an understanding of the importance of epidemiology in progressive research.	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one and group tutorials
Guided Independent Study	140	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 2 – Critical Review (ALOs 4, 5)	100%
P1	Practical 1 – Practical presentation (ALOs 1, 2, 3)	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Presentation slides and accompanying notes (ALOs 4, 5. 2,500 words)	100%
Coursework (in lieu of the original P1 assessment)	Report in lieu of practical presentation (ALOs 1, 2, 3)	

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sam Boston Date: September 2024	<b>Approved by:</b> Date:

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR2294	<b>MODULE TITLE:</b> Project	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECoS CODE:</b> 100473 health studies
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module will provide students with the opportunity to develop a project-based investigation of their own related to the content of the Health & Wellbeing programme. The topic must first be agreed with the module leader, with due reference to ethical and practical considerations, and for those wishing to prepare themselves for progression, with the appropriate programme leader(s).		

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To enable students to develop their planning, research and analytical skills following a given structure and format
- To allow students the opportunity to carry out, with guidance, an original piece of health and wellbeing-related research

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:		Programme Intended Learning Outcomes (PILOs) contributed to:
1.	Be able to plan, execute and present an independent piece of work within a supported framework in which qualities such as time management, problem solving and independence are evident	8.1.4, 8.2.3, 8.2.4, 8.3.2, 8.4.1, 8.4.2, 8.5.4
2.	Demonstrate an understanding of research and data analysis within the field of health and wellbeing	8.1.4, 8.2.1, 8.3.4
3.	Have ability in a range of practical techniques including ethics, data collection, analysis and interpretation and, where necessary, the testing of a health or wellbeing-based hypothesis	8.1.4, 8.2.3, 8.3.4, 8.4.3, 8.5.4
4.	Be able to record data accurately and to carry out manipulation of data (including qualitative data and some statistical analysis)	8.1.4, 8.2.4, 8.3.4

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-24

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Samantha Boston	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> The development of public learning and awareness of nutrition is vital within the concept of wellbeing in contemporary society. This module examines ways in which healthy living can be promoted and the use of education techniques when dealing with clients.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one and group tutorials
Practical classes and workshops	10	
Fieldwork	10	Preparation for collection and collection of research data
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1- Project proposal (ALO 1)	10%
	Coursework 2 – Project (ALOs 1, 2, 3, 4)	90%
		= 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 - Project	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sam Boston Date: September 2024	<b>Approved by:</b> Date:



## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR2295	<b>MODULE TITLE:</b> Developing Wellbeing in the Community	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5	<b>HECoS CODE:</b> 100473 health studies
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module critically analyses the theory and practice of how supporting health and wellbeing transitions can be built into practice. This module also explores differing ideological perceptions in relation to the concept of community then, through these theoretical insights, examines the key practical imperatives within community work management and practice.		

<b>ELEMENTS OF ASSESSMENT</b> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To enable students to explore the factors and conditions that promote well-being
- To demonstrate an understanding of the role of social, legal and policy frameworks and how these influence service provision
- To enable students to develop the skills necessary to plan, conduct and evaluate a well-being campaign for a target group, analysing the application of relevant theoretical perspectives to the service user

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

<b>Assessed Module Learning Outcomes:</b>	<b>Programme Intended Learning Outcomes (PILOs) contributed to:</b>
1. Critically evaluate theoretical models of health and well-being and relate to a community-based wellbeing campaign	8.1.1, 8.1.3
2. Offer a critical analysis of two major factors that affect the wellbeing of citizens and, in this context, the necessary roles and responsibilities of community partnerships	8.1.1, 8.2.1, 8.3.1
3. Identify a suitable topic for a community campaign then provide details of how this campaign will be formulated, implemented and evaluated, analysing the application of relevant theoretical perspectives to the service user	8.1.3, 8.2.3, 8.2.4, 8.3.2, 8.4.3, 8.5.2
4. Evaluate the challenges that the campaign might encounter and offer recommendations of how these can be addressed	8.3.1

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-24

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Hannah Anthony	<b>OTHER MODULE STAFF:</b>

### **SUMMARY OF MODULE CONTENT:**

This module encompasses a wide variety of activities with the common purpose of improving the wellbeing status of individuals and communities. It explores the factors which affect wellbeing in terms of local, national and international guidelines and contemporary and ethical issues. Exploring notions of wellbeing through key psychological perspectives, students will identify and evaluate models of behaviour change including the Health Belief Model, Theory of Planned Behaviour and the Transtheoretical Model; involving progress through stages of change, assessing an individual's readiness to act on a new healthier behaviour. Encouraging students to evaluate the complexities of wellbeing through a theoretical lens, this module further explores theory in relation to wellbeing and stigma including symbolic interactionism (Goffman), learned helplessness (Seligman), locus of control (Rotter) and attribution (Weiner). Students develop the skills necessary to plan, conduct and evaluate a wellbeing campaign for a target group, analysing the application of relevant theoretical perspectives to the service user.

### **SUMMARY OF TEACHING AND LEARNING** *(Refer to HESA KIS definitions)*

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one and group tutorials
External Visits	10	Visits to local wellbeing providers within the community as research for assessment work
Guided Independent Study	140	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Essay (ALOs 1, 2)	50%
	Coursework 2 – Campaign report (ALOs 3, 4)	50%
		= 100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1	100%

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

<b>Updated by:</b> Sam Boston Date: September 2024	<b>Approved by:</b> Date:
---	------------------------------

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2296      **MODULE TITLE:** Physical Activity for Special Populations  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 101319 exercise for health  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** No  
**SHORT MODULE DESCRIPTOR:** This module will enable students to evaluate the currently recognised benefits of physical activity to a wide range of participants. Students will design physical activity programmes for those clients with specific health requirements, which is becoming a major area of potential employment. Students will justify the content of their programme in line with current research.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>50%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To enable students to analyse the currently recognised benefits of physical activity to a wide range of clients
- To demonstrate a critical understanding of physical activity programme design for clients with specific health or wellbeing requirements
- To enable students to design a justified physical activity programme to meet the needs of a group of individuals with specific health requirements and evaluate possible outcomes, amendments and improvements for the programme

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Identify and analyse current research into the benefits of physical activity and an awareness of a variety of ideas, context and frameworks within special population groups	8.1.1, 8.1.2, 8.1.3, 8.1.4
2. Identify key elements of health-related problems and choose advanced methods for their resolution in a considered manner	8.2.2, 8.2.3, 8.2.4, 8.4.3, 8.5.1, 8.5.3
3. Design an appropriate, justified programme of physical activity to meet the needs of clients with specific health or wellbeing requirements	8.1.3, 8.3.3, 8.4.2, 8.5.2
4. Evaluate the challenges that the programme of physical activity might encounter and offer recommendations of how these can be addressed	8.3.1, 8.3.2, 8.4.1

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-24

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Matt James	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> This module will enable students to gain knowledge of how to plan and design physical activity programmes for those clients with specific health requirements, which is becoming a major area of potential employment.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one and group tutorials
Practical classes and workshops	20	Practical classes to allow students to role play lifestyle evaluation delivery of a physical activity programme in a simulated work environment
Guided Independent Study	130	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Case study (ALO 1)	100%
P1	Practical 1 – Practical presentation (ALOs 2, 3, 4)	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Report (ALO1)	100%
Coursework (in lieu of the original P1 assessment)	Case study in lieu of practical presentation (ALOs2, 3, 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sam Boston Date: September 2024	<b>Approved by:</b> Date:

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2297      **MODULE TITLE:** Professional Practice  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100473 health studies  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** Students will develop their own understanding of physical and mental health practice and examine the multidisciplinary roles of various health professionals. The module allows them to explore the skills needed in these roles through analysis of the relationship between clients and health professionals. Students will develop and reflect on their own professional practice, preparing them for future employment.

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Health & Wellbeing

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To develop an understanding of the role of the multidisciplinary professionals involved in physical and mental health in today's society
- To develop an analytical and evaluative understanding of the client/carer relationship
- To enable students to critically reflect upon their own practice and critique/deconstruct the practice of others.

**ASSESSED LEARNING OUTCOMES:** (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:		Programme Intended Learning Outcomes (PILOs) contributed to:
1.	Analyse and understand the skills and standards required within health roles	8.1.1, 8.1.3, 8.4.3
2.	Explore and understand the relationships between the multiple disciplines involved in physical and mental healthcare and the procedures and practices of referral	8.1.1, 8.2.2, 8.4.3
3.	Analyse key issues of client/carer therapeutic relationships and identify effective communication strategies used with clients	8.1.3, 8.4.3, 8.5.3
4.	Critically reflect on work-related practice informed by a work placement, evaluating their own skills and approaches to client relationships	8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.5.4

**DATE OF APPROVAL:** 26-Apr-23

**DATE OF IMPLEMENTATION:** Sep-24

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Registry

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** AY

## **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 published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 105
<b>MODULE LEADER:</b> Hannah Anthony	<b>OTHER MODULE STAFF:</b>
<b>SUMMARY OF MODULE CONTENT:</b> Students will develop their own understanding of physical and mental health practice and examine the multidisciplinary roles of various health professionals. The module allows them to explore the skills needed in these roles through analysis of the relationship between clients and health professionals. Students will develop and reflect on their own professional practice, preparing them for future employment.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one and group tutorials
Work Based Learning	60	Work placement or work-based activity
Guided Independent Study	80	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Essay (ALOs 1, 2, 3)	50%
	Coursework 2- Reflective Report (ALOs 3, 4)	50%
		=100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
C1	Coursework 1 – Report (ALO's 1, 2, 3, 4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sam Boston Date: September 2024	<b>Approved by:</b> Date: