

**CDA4 Programme Design Template
Module specification (with KIS)**



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Social Sciences				
Module Code	UZYRGW-15-0	Level	0	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	Foundation Programme for Health Professions				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Stand alone	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	29/05/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand the key perspectives of psychology in relation to health (Component A) • Understand the contribution of psychology to concepts of health, well-being and illness (Component A) • Evaluate a range of psychological approaches (Component A) • Apply psychological approaches in a range of contexts (Component A) • Recognise key aspects of society(Component B) • understand the application of sociological theory to practice (Component B) • Understand the link between social factors and health and illness. (Component B) • Evaluate a range of sociological approaches in context (Component B)
Syllabus Outline	<p>This module explores the basic psychological and sociological perspectives of health, well-being and illness.</p> <p>Perspectives in Psychology Introduction to psychology</p>

Key approaches and perspectives

Psychology of Health

Abnormal Psychology
Bio-psychology
The Psychology of illness and well-being
Motivation
Aspects of Health Promotion

Aspects of Society

Effects of social factors on health such as :

- Culture and Identity
- Social Stratification
- Ethnicity
- Gender
- Age
- Poverty

Sociology of Health

Concepts and models of health
Health Care Professional/Patient relationship

Contact Hours

This module consists of 150 hours of study in total.

Contact hours consist of 90 hours of scheduled teaching

- 78 hours: Lectures and workshops
- 12 hours: Tutorials

60 hours of independent study.

Teaching and Learning Methods

Scheduled learning includes lectures, seminars, tutorials, and workshops;

Independent learning includes hours engaged with essential reading, preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.

Key Information Sets Information

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	90	60	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		50%	
Coursework assessment percentage		50%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

Core readings
Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in both Libraries. Module guides will also reflect the range of reading to be carried out.

Further readings
Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in either library on this topic. A current list of such titles will be given in the module guide and revised annually.

Access and skills
Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the UWE Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the UWE Library.

Indicative Reading List

Psychology:

Gross, R (2013) *Psychology for Nurses and Health Care Professionals*. Florida: CRC Press

Upton, D. (2012) *Introducing Psychology for Nurses and Health Care Professionals*. Harlow: Pearson Education.

Walker, J. (2012) *Psychology for Nurses and the Caring Professions*. [online] Maidenhead: McGraw-Hill/Open University Press.[accessed 10 March 2014]

Sociology:

Jones, D., Blair, S., Hartery, T., and Kenneth-Jones, R. (1998) *Sociology and Occupational Therapy*. Edinburgh: Churchill Livingstone

Nettleton, S. (2013) *The Sociology of Health and Illness*. Cambridge: Polity Press

Sheaff, M (2005) *Sociology and Health Care: An Introduction for Nurses, Midwives and Allied Health Professionals*. Maidenhead: Open University Press.

www.sociology.org.uk

Assessment Strategy	<p>Component A: This component consists of several short answer questions and one long one. Short answer questions are designed to test the student's ability to recall facts and apply learnt concepts. The essay question assesses the student's ability to select and discuss relevant key ideas using interpretive and analytical skills</p> <p>Component B: This component assesses the student's ability to analyse key factors affecting health and well-being.</p> <p>Regular formative assessment will take place throughout the module delivery to enable students to gauge their progress and learning to date</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written Exam (1.5 hour)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (1,500 word)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written Exam (1.5 hour)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (1,500 word)	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		