

Westwood Dynamic Limited

Course Syllabus/Content

WD-UK Level 3 (UK Qualifications Framework – Health and Social care)

(Credits 120)

Revised Modules	Contact hours (Full-Time)	Contact hours (Part-Time)	Assessment	Teaching Methods	Passing Mark
Introduction to Health and Social Care	50	50	Assignment Based	Classroom Lectures & Online	50%
Communication Skills in Health and Social Care	50	50	Assignment Based	Classroom Lectures & Online	50%
Understanding Human Development and Behavior	50	50	Assignment Based	Classroom Lectures & Online	50%
Health and Safety in Health and Social Care	50	50	Assignment Based	Classroom Lectures & Online	50%
Equality and Diversity in Health and Social Care	50	50	Assignment Based	Classroom Lectures & Online	50%

Westwood Dynamic Limited

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Safeguarding and Protection in Health and Social Care	50	50	Assignment Based	Classroom Lectures & Online	50%
Anatomy and Physiology for Health and Social Care	50	50	Assignment Based	Classroom Lectures & Online	50%
Promoting Health and Wellbeing	50	50	Assignment Based	Classroom Lectures & Online	50%
Person-Centered Approaches in Care	50	50	Assignment Based	Classroom Lectures & Online	50%
Working in Partnership in Health and Social Care	50	50	Assignment Based	Classroom Lectures & Online	50%

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Subject	Introduction to Health and Social Care
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To provide students with a foundational understanding of the concepts, principles, and practices within the field of health and social care. 2. To introduce students to the importance of effective communication, ethical considerations, and professionalism in health and social care settings. 3. To explore the roles and responsibilities of individuals working in various sectors of health and social care. 4. To foster critical thinking skills and encourage students to reflect on their own attitudes and values towards health and social care. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize students with the historical development and current structure of health and social care systems. 2. To examine key theoretical frameworks and models relevant to health and social care practice. 3. To develop an understanding of the diverse needs of individuals accessing health and social care services. 4. To explore the impact of social determinants on health outcomes and healthcare disparities. 5. To introduce students to ethical dilemmas and professional standards commonly encountered in health and social care settings. 6. To enhance students' communication skills, including active listening, empathy, and cultural competence.
Learning Outcomes	<ol style="list-style-type: none"> 1. Describe the historical development and current structure of health and social care systems. 2. Explain key theoretical frameworks and models relevant to health and social care practice. 3. Identify the diverse needs of individuals accessing health and social care services, including vulnerable populations. 4. Analyze the impact of social determinants on health outcomes and healthcare disparities. 5. Evaluate ethical dilemmas and professional standards in health and social care settings.
Credit Points:	12 credit points
Assessment	<ul style="list-style-type: none"> ▪ Assignment based
Teaching Mode (Full-Time)	<p>Lectures: 60 hours Tutorials/workshop: 30 hours Private Study: 30 hours Total: 120 hours</p>

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Subject	Communication Skills in Health and Social Care
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To develop students' understanding of the importance of effective communication in health and social care settings. 2. To enhance students' communication skills, including verbal, non-verbal, and written communication. 3. To explore the impact of communication barriers and strategies to overcome them in health and social care interactions. 4. To foster empathy, active listening, and cultural competence among students to improve patient/client relationships. 5. To provide students with practical communication tools and techniques for various healthcare scenarios. <p>Objectives</p> <ol style="list-style-type: none"> 1. To introduce students to the fundamental principles of effective communication in health and social care. 2. To enhance students' understanding of verbal and non-verbal communication cues and their impact on interactions. 3. To explore different communication styles and their relevance in diverse health and social care contexts. 4. To identify common communication barriers in health and social care settings and strategies to address them. 5. To develop students' active listening skills and empathy towards patients/clients.
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the importance of effective communication in health and social care. 2. Demonstrate proficiency in verbal and non-verbal communication skills. 3. Recognize and address communication barriers in health and social care interactions. 4. Utilize active listening techniques to enhance patient/client relationships. 5. Demonstrate cultural competence in communication with individuals from diverse backgrounds. 6. Conduct difficult conversations with empathy and professionalism. 7. Apply practical communication tools and techniques to various healthcare scenarios
Credit Points:	12 credit points
Assessment	<ul style="list-style-type: none"> ▪ Assignment based
Teaching Mode (Full-Time)	<p>Lectures: 60 hours Tutorials/workshop: 30 hours Private Study: 30 hours Total: 120 hours</p>

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Subject	Understanding Human Development and Behavior								
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of human development across the lifespan. 2. To explore the psychological, social, and biological factors that influence human behavior and development. 3. To examine theories of human development and their applications in various contexts, including health and social care. 4. To foster critical thinking skills and encourage students to analyze developmental processes and behaviors from multiple perspectives. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to the stages of human development from infancy through late adulthood. 2. To explore key theories of human development, including psychoanalytic, cognitive, behavioral, and socioecological perspectives. 3. To examine the influence of biological factors, such as genetics and neurobiology, on human development and behavior. 4. To analyze the impact of social and environmental factors, including family dynamics, culture, and socioeconomic status, on development and behavior. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Describe the stages of human development from infancy through late adulthood. 2. Explain key theories of human development and their applications in health and social care settings. 3. Analyze the influence of biological, social, and environmental factors on human behavior and development. 4. Identify developmental milestones and challenges across the lifespan, including physical, cognitive, and socioemotional domains. 5. Evaluate the role of resilience and risk factors in shaping individual development and behavior. 								
Credit Points:	12 credit points								
Assessment	<ul style="list-style-type: none"> ▪ Assignment based 								
Teaching Mode (Full-Time)	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Lectures:</td> <td style="text-align: right;">60 hours</td> </tr> <tr> <td>Tutorials/workshop:</td> <td style="text-align: right;">30 hours</td> </tr> <tr> <td>Private Study:</td> <td style="text-align: right;">30 hours</td> </tr> <tr> <td>Total:</td> <td style="text-align: right;">120 hours</td> </tr> </table>	Lectures:	60 hours	Tutorials/workshop:	30 hours	Private Study:	30 hours	Total:	120 hours
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Total:	120 hours								

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Subject	Health and Safety in Health and Social Care								
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To familiarize students with the principles and legislation related to health and safety in health and social care settings. 2. To develop students' understanding of risk assessment, prevention, and management strategies in health and social care environments. 3. To promote a culture of safety and well-being among practitioners and service users in health and social care settings. 4. To equip students with practical skills and knowledge to identify and mitigate hazards in health and social care settings. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to key legislation, regulations, and guidelines relevant to health and safety in health and social care settings. 2. To explore the principles of risk assessment and management in identifying and minimizing hazards to health and safety. 3. To examine common hazards and risks encountered in health and social care environments, such as manual handling, infection control, and environmental safety. 4. To develop students' skills in implementing health and safety protocols and procedures effectively. 5. To foster awareness of the importance of personal hygiene and infection control measures in preventing the spread of communicable diseases. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate an understanding of relevant legislation, regulations, and guidelines related to health and safety in health and social care. 2. Conduct risk assessments and implement appropriate risk management strategies in health and social care settings. 3. Identify and mitigate common hazards and risks encountered in health and social care environments. 4. Implement effective infection control measures and promote personal hygiene practices in health and social care settings. 5. Communicate effectively with colleagues and service users to promote a culture of safety and well-being. 								
Credit Points:	12 credit points								
Assessment	<ul style="list-style-type: none"> ▪ Assignment based 								
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Subject	Equality and Diversity in Health and Social Care								
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To promote understanding and awareness of equality and diversity issues within health and social care settings. 2. To explore the impact of discrimination, prejudice, and inequality on individuals accessing health and social care services. 3. To develop students' knowledge and skills in promoting equality, diversity, and inclusion in practice. 4. To empower students to challenge discriminatory practices and advocate for equitable access to healthcare services. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to the concepts of equality, diversity, and inclusion and their relevance to health and social care practice. 2. To explore the historical and social contexts of discrimination and inequality in healthcare and social care provision. 3. To examine the intersectionality of identities (e.g., race, ethnicity, gender, sexuality, disability) and their impact on health outcomes and healthcare experiences. 4. To analyze legislation, policies, and guidelines related to equality and diversity in health and social care settings. 5. To develop students' awareness of unconscious bias and its implications for healthcare delivery. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain the concepts of equality, diversity, and inclusion in the context of health and social care. 2. Identify and analyze the impact of discrimination, prejudice, and inequality on individuals accessing healthcare services. 3. Understand the intersectionality of identities and its implications for health outcomes and healthcare experiences. 4. Demonstrate knowledge of relevant legislation, policies, and guidelines related to equality and diversity in health and social care settings. 5. Recognize unconscious bias and its potential impact on healthcare delivery and patient outcomes. 								
Credit Points:	12 credit points								
Assessment	<ul style="list-style-type: none"> ▪ Assignment based 								
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Subject	Safeguarding and Protection in Health and Social Care								
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To provide students with an understanding of the principles and practices of safeguarding and protection in health and social care settings. 2. To raise awareness of the various forms of abuse and neglect that may occur within vulnerable populations accessing health and social care services. 3. To equip students with the knowledge and skills to recognize signs of abuse, respond appropriately, and take action to safeguard individuals at risk. 4. To promote collaboration and partnership working among health and social care professionals to safeguard vulnerable individuals effectively. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to the concepts of safeguarding and protection and their importance in health and social care. 2. To explore different forms of abuse and neglect, including physical, emotional, sexual, financial, and institutional abuse. 3. To identify risk factors and indicators of abuse and neglect in vulnerable populations, such as children, older adults, and individuals with disabilities. 4. To familiarize students with legislation, policies, and procedures relevant to safeguarding and protection in health and social care settings. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain the concepts of safeguarding and protection in the context of health and social care. 2. Identify and describe different forms of abuse and neglect that may occur within vulnerable populations. 3. Recognize risk factors and indicators of abuse and neglect in children, older adults, and individuals with disabilities. 4. Demonstrate knowledge of relevant legislation, policies, and procedures related to safeguarding and protection in health and social care settings. 5. Apply skills in recognizing signs of abuse, conducting risk assessments, and responding appropriately to safeguard individuals at risk. 								
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Subject	Anatomy and Physiology for Health and Social Care								
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To provide students with a foundational understanding of human anatomy and physiology relevant to health and social care practice. 2. To explore the structure and function of the major organ systems of the human body. 3. To develop students' knowledge of how the body maintains homeostasis and responds to internal and external stimuli. 4. To enable students to apply anatomical and physiological concepts to health assessment, diagnosis, and intervention in health and social care settings. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to the basic principles of human anatomy and physiology, including terminology and body organization. 2. To explore the structure and function of the integumentary system, skeletal system, muscular system, and nervous system. 3. To examine the anatomy and physiology of the circulatory system, respiratory system, digestive system, and urinary system. 4. To discuss the endocrine system and its role in regulating body functions and maintaining homeostasis. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain basic anatomical and physiological terminology and body organization. 2. Describe the structure and function of the major organ systems of the human body, including the integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, endocrine, and reproductive systems. 3. Identify the role of each organ system in maintaining homeostasis and responding to internal and external stimuli. 4. Apply knowledge of anatomy and physiology to health assessment, diagnosis, and intervention in health and social care settings. 5. Demonstrate practical skills in anatomical and physiological concepts through laboratory exercises and hands-on learning experiences. 								
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Subject	Promoting Health and Wellbeing								
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To explore the principles and strategies for promoting health and wellbeing across the lifespan. 2. To examine the determinants of health and their impact on individual and community well-being. 3. To empower students with knowledge and skills to design and implement health promotion initiatives in diverse settings. 4. To foster critical thinking and reflection on the role of health promotion in addressing public health challenges and inequalities. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To introduce students to the concept of health promotion and its significance in improving population health outcomes. 2. To explore the social, economic, environmental, and behavioral determinants of health and their influence on individual and community well-being. 3. To examine theories and models of health behavior change and their application in health promotion interventions. 4. To analyze the role of government policies, public health campaigns, and community-based initiatives in promoting health and wellbeing. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain the concept of health promotion and its importance in improving population health outcomes. 2. Identify and analyze the determinants of health, including social, economic, environmental, and behavioral factors. 3. Apply theories and models of health behavior change to develop effective health promotion interventions. 4. Evaluate the role of government policies, public health campaigns, and community-based initiatives in promoting health and wellbeing. 5. Design, implement, and evaluate health promotion programs and campaigns targeting diverse populations and settings 								
Credit Points:	12 credit points								
Assessment	<ul style="list-style-type: none"> ▪ Assignment based 								
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Subject	Person-Centered Approaches in Care								
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To introduce students to the principles and philosophy of person-centered care. 2. To explore the importance of respecting individual autonomy, preferences, and values in healthcare delivery. 3. To develop students' understanding of how person-centered approaches enhance the quality of care and promote positive outcomes for individuals. 4. To equip students with practical skills and strategies for implementing person-centered care in various healthcare settings. 5. To emphasize the role of empathy, communication, and partnership working in providing person-centered care. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To define and explain the concept of person-centered care and its core principles. 2. To explore the importance of respecting individual autonomy, preferences, and values in healthcare decision-making. 3. To examine the evidence supporting the effectiveness of person-centered approaches in improving patient satisfaction, health outcomes, and quality of life. 4. To analyze the barriers and challenges to implementing person-centered care in healthcare settings and strategies for overcoming them. 								
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain the principles and philosophy of person-centered care. 2. Recognize the importance of respecting individual autonomy, preferences, and values in healthcare delivery. 3. Evaluate the evidence supporting the effectiveness of person-centered approaches in improving patient satisfaction, health outcomes, and quality of life. 4. Identify barriers and challenges to implementing person-centered care and strategies for overcoming them. 5. Demonstrate skills in conducting holistic assessments, eliciting patient preferences, and co-creating care plans with individuals. 								
Credit Points:	12 credit points								
Assessment	<ul style="list-style-type: none"> ▪ Assignment based 								
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Subject	Working in Partnership in Health and Social Care
Aims and Objectives	<p>Aims:</p> <ol style="list-style-type: none"> 1. To explore the importance of collaboration and partnership working in delivering effective health and social care services. 2. To examine the roles and responsibilities of different stakeholders, including healthcare professionals, social workers, service users, and community organizations, in partnership working. 3. To develop students' understanding of the principles of effective communication, teamwork, and collaboration in health and social care settings. 4. To equip students with practical skills and strategies for building and maintaining effective partnerships across sectors and disciplines. <p>Objectives:</p> <ol style="list-style-type: none"> 1. To define and explain the concept of partnership working in health and social care. 2. To identify and analyze the roles and responsibilities of various stakeholders in partnership working, including healthcare professionals, social workers, service users, and community organizations. 3. To explore the principles of effective communication, teamwork, and collaboration in health and social care settings. 4. To examine the benefits and challenges of partnership working across sectors and disciplines in delivering integrated care.
Learning Outcomes	<ol style="list-style-type: none"> 1. Define and explain the concept of partnership working in health and social care. 2. Identify and analyze the roles and responsibilities of different stakeholders in partnership working. 3. Demonstrate effective communication, teamwork, and collaboration skills in health and social care settings. 4. Evaluate the benefits and challenges of partnership working across sectors and disciplines. 5. Develop skills in building and maintaining effective partnerships, including establishing clear communication channels and resolving conflicts.
Credit Points:	12 credit points
Assessment	<ul style="list-style-type: none"> ▪ Assignment based
Teaching Mode (Full-Time)	<p>Lectures: 60 hours Tutorials/workshop: 30 hours Private Study: 30 hours Total: 120 hours</p>