Programme Handbook

Institute of Health and Social Care Studies, Guernsey

Validated by Middlesex University, London, UK.

BA (Hons)
Health and Social Care Practice
2019/2020

Programme Leader: *Judy Moore*

Institutional Link Tutor: *Emma Le Poidevin*

Middlesex Link Tutor: *Dr. Venetia Brown*

Student Name:

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YOUR PROGRAMME HANDBOOK

The purpose of this handbook is to provide you with information about your programme of study and to direct you to other general information about studying at the Institute of Health and Social Care Studies (The Institute) and Middlesex University. The material in this handbook is as accurate as possible at the date of production. However, you will be informed of any major changes to the information in this handbook in a timely manner.

Your comments on any improvements to this handbook are welcome - please put them in writing (an email will suffice) with the name of the handbook to *Judy Moore, Programme Lead.* Email: Judy.Moore@gov.gg Telephone: 01481 725241 ext 4647 or Direct dial: 01481 707447.

Information in alternative formats

This handbook can be found online at the Programme's Home Page on the Learning Pod. You will be given a user name and password when you register on the programme. This will enable you to access the course documents and learning materials that have been uploaded on to the pod.

If you have a disability which makes reading this handbook or navigating the pod difficult and you would like to receive information in an alternative format, please contact the Senior Institute Administrator, Samantha Smedley (Samantha.Smedley@gov.gg) or telephone 01481 725241 ext 4345 or direct dial 707445.

We can supply sections from this publication as:
- a Word document with enlarged type, sent by email or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille or an audio book (please allow time to facilitate this)

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can and include details of your disability.

The University and Institute Regulations

As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at www.mdx.ac.uk/regulations. Specific regulations relating to the Institute are available on the Institute's Learning Pod 'Policies, Procedures and Regulations's page'.

WELCOME TO THE INSTITUTE

The Institute of Health and Social Care Studies provides training and higher education mainly focused upon Health and Social Care, but also in Leadership, and Teaching and Learning for both States of Guernsey employees and the Independent Sector. Founded as a School of Nursing 70 years ago, the Institute now forms part of the newly established Guernsey Institute which will provide Post 16 education for the Bailiwick of Guernsey.

It is currently situated in purpose-built premises on the main site for acute hospital services. The accommodation consists of 7 well-equipped classrooms, 1 practical room, a video conference room and an IT training room. There is also a library with 24 hour access. Students have remote access to electronic resources via the library web pages. In addition there is a virtual learning environment (The Learning Pod) available to facilitate communication between the student community and the staff.

The Institute Mission Statement

The Institute's mission statement is:
 "To provide high quality education and training responsive to health and social care needs."

The Institute aims to:

- Provide opportunities for the workforce to develop knowledge and skills
- Maintain a commitment to research activity that contributes to evidence informed practice
- Promote a culture of learning and development across Heath and Social Care
- Promote interdisciplinary learning opportunities and on-island learning
- Ensure teaching provision and learning experiences are customer focussed and of high quality

Recent developments and future plans

This post-registration BA (Hons) programme is being delivered for a third academic year through a collaborative partnership with Middlesex University, with the first cohort of students graduating this year. It adds to the suite of programmes already delivered in collaboration with the University, including the BSc (Hons) Nursing Adult course and the Masters in Professional Practice.

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Students are also enrolled onto the new Dip HE Nursing Associate programme which commenced in September 2018 and is also franchised by Middlesex University, and in addition the NMC endorsed a 'Non Medical Prescribing' course which is also run by this University at the Institute.

The Institute will also be working closely with other educational providers to realise the strategy for post-16 education and the provision of Higher Education in the Bailiwick.

Your programme

This BA (Hons) Pathway has been designed with the needs of the local health and services as a central focus. The programme will appeal to a wide range of professional groups within the field of health and social care. In addition, it has a flexible accreditation of prior learning process, which will enable students to access the programme in a number of ways. (Please refer to the Institute Recognition of Prior Learning (RPL) guidelines for more details, available on [Institute of Health and Social Care Studies Learning Pod](#).

It is important that you take time to read the regulations provided for students by the Institute and Middlesex University. These detail the information you need to help you prepare and submit your assessed work. They also outline the processes involved in the assessment of work and can be accessed on the [Institute Learning Pod](#), together with all relevant Policies and Procedures.

Your feedback

Throughout your course you will have formal and informal opportunities to express your perception of the quality of your academic experiences by means of evaluation processes. Students are encouraged to comment on the effectiveness of teaching and learning opportunities and these opinions form an important part of the programme monitoring and review process. You may provide feedback to members of the course or module teams, via the forums on your module pages of the Learning Pod, or at the Boards of Study which are held at least bi-annually and are attended by representatives of Middlesex University as well of members of the Institute's academic team and students.

Programme Lead's Welcome

On behalf of the Institute, I would like to welcome you to BA (Hons) in Health and Social Care Practice. We hope that you enjoy studying with us and gain a wealth of new knowledge and skills which will enhance your practice as an experienced professional. Some of you will be accessing modules of this programme as an associate student to meet your continuing professional development (CPD) requirements. Whether you have registered for the full programme or intend to complete one module, we hope that you will have a fulfilling learning experience and that it meets your development needs, both personally and professionally.

The programme has been validated by Middlesex University and you are considered to be under-graduate students. Whilst you will be undertaking your learning in Guernsey, the intention is to provide you with an under-graduate experience similar to that of students based in the UK. With modern technology we are able to provide you with a wide range of learning resources, including e-books and journals. In addition we have developed the learning pod, a virtual learning environment which is used as a platform to support the programme. These innovative approaches to learning not only increase the accessibility to information, but also promote your independence as a learner without feeling isolated from your peer group. Your main form of support will be the allocation of a Personal and Professional Development Tutor who you will access for advice and academic guidance.

We hope that you find this course handbook useful; your feedback is welcome, both when formally asked for it as part of module and programme evaluation but also at any point in the course of your studies.

I wish you the best of luck in your studies.

Judy Moore, Programme Lead

Middlesex University Link Tutor Welcome

Welcome to studying with Middlesex University. The School of Health and Education at Middlesex is a leading centre for professional education and research in London. Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work-based learning.

Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. The School is home to some of the UK's leading researchers in health and education, with several leading consultants in their fields, as well as key government advisers.

Education and research in the School has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research.

The School is based at the Hendon campus with teaching also taking place on our Hospital sites across North London. Middlesex has established strong links with NHS Trusts and government organisations, as well as our local communities and a wide range of UK, EU and international collaborative partnerships.

We aim to respond to student feedback to improve your experience at the university. Some examples of changes we have made recently include the introduction of individual programme review meetings during your first year of study, the increased use of electronic submission of coursework and opportunities to receive regular feedback on your progress.

We always aim to offer the best student experience we can and in return we expect our students on in-house, joint, franchised and validated programmes such as yours to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here; you are not expected to absorb everything in detail but to be aware of main documents and their contents. In particular as a student on a programme validated by Middlesex University you need to be aware of the regulations which govern your programme. These can be accessed by clicking on the following link: http://www.mdx.ac.uk/about-us/policies/university-regulations.

If you still have questions to ask, your first port of call should be your Programme Leader, who will be pleased to help and direct you. If you have any questions about your entitlements as a Middlesex University student, please contact me as I work closely with the Academic Team at the Institute of Health and Care Studies to ensure you have a positive student Experience. I can be contacted by e-mail – v.brown@mdx.ac.uk or by phone: +44 (0) 208 411 6732.

We wish you well in your future studies. Here at Middlesex we are very proud of our academic programmes and students and we look forward to hearing about your progress and achievement.

Dr Venetia Brown

Director of Programmes and University Link Teacher

Introduction to Middlesex University

Although you will enrol at and attend the Institute, the BA (Hons) in Health and Social Care Practice is validated by Middlesex University and is aligned with the School of Health and Education. Therefore, if you successfully complete the programme you will receive the Middlesex University award of BA (Hons) in Health and Social Care Practice. You will be invited to attend a graduation ceremony held in Guernsey, but this will be officiated by Middlesex University.

Although it is not necessary to read the University Regulations in their entirety, you should know where you can find them. The BA (Hons) in Health and Social Care Practice abides by Middlesex University Regulations which are available online at: http://www.mdx.ac.uk/about-us/policies/university-regulations. The exceptions to this are the Institute's 'Suggestions and Complaints' guidance and 'Guidance for academic misconduct' which may be accessed on the Institute's website at Institute Learning Pod Policy and Procedures page.

Further information about our policies and procedures are available in Part 3 of this handbook below. This includes:
- Appeals
- Academic Misconduct
- Extenuating Circumstances

If you have any questions about your entitlements as a Middlesex University student, please contact Venetia Brown, Director of Programmes and University Link Teacher. She can be contacted by e-mail – v.brown@mdx.ac.uk or by phone: +44 (0) 208 411 6732.

The Memorandum of Cooperation

This is the formal agreement between Middlesex University and the Institute on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both the Institute and Middlesex University. The following responsibilities have been agreed:

- Overall responsibility for the programme lies with the School of Health and Education at Middlesex University under the day-to-day direction of the Programme leaders and teaching staff of the Institute.
- Admission requirements for the Programmes shall conform to the University's general entrance requirements; the admission of students shall be undertaken by the Institute.
- Students accepted for the Programmes shall be registered as candidates for a qualification of the University and shall enrol with the Institute
- Tuition shall be provided by the Institute
- The Institute shall ensure library, computer and other facilities are made available, in accordance with the requirements of the validation arrangements
- The Institute shall provide student support services as approved at programme validation
- A Board of Study for the Programmes has been established by the Institute to provide a forum for staff and students to discuss delivery, development and enhancement
- The assessment of students on the programme shall be the responsibility of the Institute 's Assessment Board
- Staff at the Institute with substantial teaching responsibility on the Programmes shall be involved in the assessment of students and shall be members of the relevant Assessment Boards
- Middlesex University's Link Tutor shall be responsible for passing the formal decisions of the Programme Assessment Board to the University Centre for Academic Partnerships
- Qualification certificates shall be issued by the UniversityThe Institute is responsible for ensuring a safe environment for the delivery of the curriculum for which they are responsible in compliance with relevant local legislation.

If you wish to view this document then please contact Judy Moore (Programme Lead) at Judy.Moore@gov.gg or telephone 707447.

Quality Assurance Agency for Higher Education (QAA) UK Quality Code

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the UK Quality Code which outlines the key expectations placed on all UK Higher Education providers. There is specific guidance on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. Quality Assurance Agency for Higher Education (QAA) UK Quality Code, Advice and Guidance: Partnerships.

The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students. You can also learn more about Quality Assurance at: http://www.qaa.ac.uk/quality-code

ACADEMIC CALENDAR

An Academic Calendar is published annually on the BA HSCP home page of the Learning Pod. This calendar includes the dates for Student Voice Group Meetings, Coursework submission, Release of results, Progression and Assessment Boards, and Graduation Ceremonies. This timetable is subject to revision so please see the home page for any potential revisions, however a summary of the calendar is provided below.

Term	Start date	Submission date	Provisional Results	Exam/ Award Board
Term 1	w/b 2nd September 2019	25th November 2019	7th January 2020	5th February 2020
Term 2	w/b 25th November 2019	2nd March 2020	31st March 2020	12th May 2020
Term 3	w/b 2nd March 2020	1st June 2020	23rd June 2020	21st July 2020

PART 1: YOUR PROGRAMME

Your Programme Team

Your programme team, their roles and contact details are listed in the table below.

Dr Venetia Brown	Director of Programmes for Nursing, University Link Tutor, Middlesex University	Tel. 0208 411 6732 v.brown@mdx.ac.uk
Dr Tracey McClean	Head of Institute	Tel. 01481 707425 (direct dial) Tracey.McClean@gov.gg
Emma Le Poidevin	Academic lead -Quality Assurance & Institutional Link Tutor	Tel. 01481 707323 (direct dial) Emma.LePoidevin@gov.gg
Judy Moore	Academic Lead for Teaching and Learning/Programme Lead Module lead: EBP, Dissertation	Tel. 01481 707447 (direct dial) Judy.Moore@gov.gg
Dr Rachael Major	Post Registration Programmes Lead SPLD Lead	Tel. 01481 725241 ext 4717 Rachael.Major@gov.gg
Jules Shaw	Module Lead: Leadership, Quality, Teamwork	Tel. 01481 725241 ext 4612 Julie.Shaw@gov.gg
Brenda Munro	Module Lead: Health Promotion	Tel. 01481 725241 ext 4369 Brenda.Munro@gov.gg
Ann Marie Ferbrache	Module Lead: End of Life Care	Tel. 01481 725241 ext 4329 AnnMarie.Ferbrache@gov.gg
Esther Reid	Module Lead: Promoting Good Practice	Tel. 01481 725241 ext 4311 Esther.Reid@gov.gg
Kate Wilesmith	Module Lead: Dementia	Tel. 01481 725241 ext 4315 Kate.Wilesmith@gov.gg
Anne Marie Nolan	Electronic Resources Facilitator	Tel. 01481 707735 (direct dial) AnneMarie.Nolan@gov.gg
Samantha Smedley	Senior Institute Administrator	Tel. 01481 707445 (Direct dial) Samantha.Smedley@gov.gg
Jacqueline O'Meara	Course Administrator	Tel. 01481 707723 (Direct dial) Jacqueline.O'Meara@gov.gg
Other members of the Institute Academic Team will participate in the delivery and assessment of this programme. Further details of all the Institute Staff can be found on the Institute Website.		

The Institute is usually staffed from 08.00 until 16.30 from Monday to Friday, and access is restricted outside of those hours. However, it is possible to gain access to the library outside of those times by obtaining a 24 hour access card from a member of Library staff.

If you wish to speak to a member of the team there is a phone available at Reception with an adjacent contacts list. We request that students contact the member of staff on arrival and do not visit individual offices until requested to do so.

Student websites

There are a number of resources you need to be able to access and some of these require a password. These will have been issued to you when you register on the programme.

[The Institute Web Site](#). This site hosts general information about the Institute and related programmes and links to other Institute Resources. It is publically available.

The [Library Website](#) which hosts the library catalogue and search databases, in addition to information and guides on using the library services. This can be accessed from the main Institute Web site or the Learning Pod.

[The Institute Learning Pod](#). This is the main platform for your studies and will be used extensively to disseminate information, group working and submissions of your work. Your [Programme's Home Page](#) includes links to your individual module sites and study skills support. You will be issued with a personal user name and password at Induction.

E-mail

E-mail will be the principle method of communicating with you during the course of your studies; you are advised to check your e-mails regularly. You need to provide the Senior Institute Administrator with the e-mail account you will be using, this can be your own personal account or the one issued by the States of Guernsey or the organisation that you are working for.

Your contact and personal details

You should ensure that we are kept up to date of your contact details to ensure that all important communication reaches you. Please contact Institute Administration if you need to change any of your details during the course of your studies.

Your details are stored within a Student Information Management system, with access to this information being in accordance with HSC and ESC Confidentiality and Data Protection policies, and the Guernsey Data Protection Legislation. Information is available on the [States of Guernsey Data Protection website](#).

Your Programme Structure

This programme is designed to enable students, who will be predominantly Registered Health and Social Care Professionals, to achieve a post-qualifying degree. Whilst in recent years most professions in this field have been educated to degree level at the point of registration, there remain significant numbers of people who qualified without an HE diploma or degree wishing to 'top up' their qualifications to degree level. Experienced
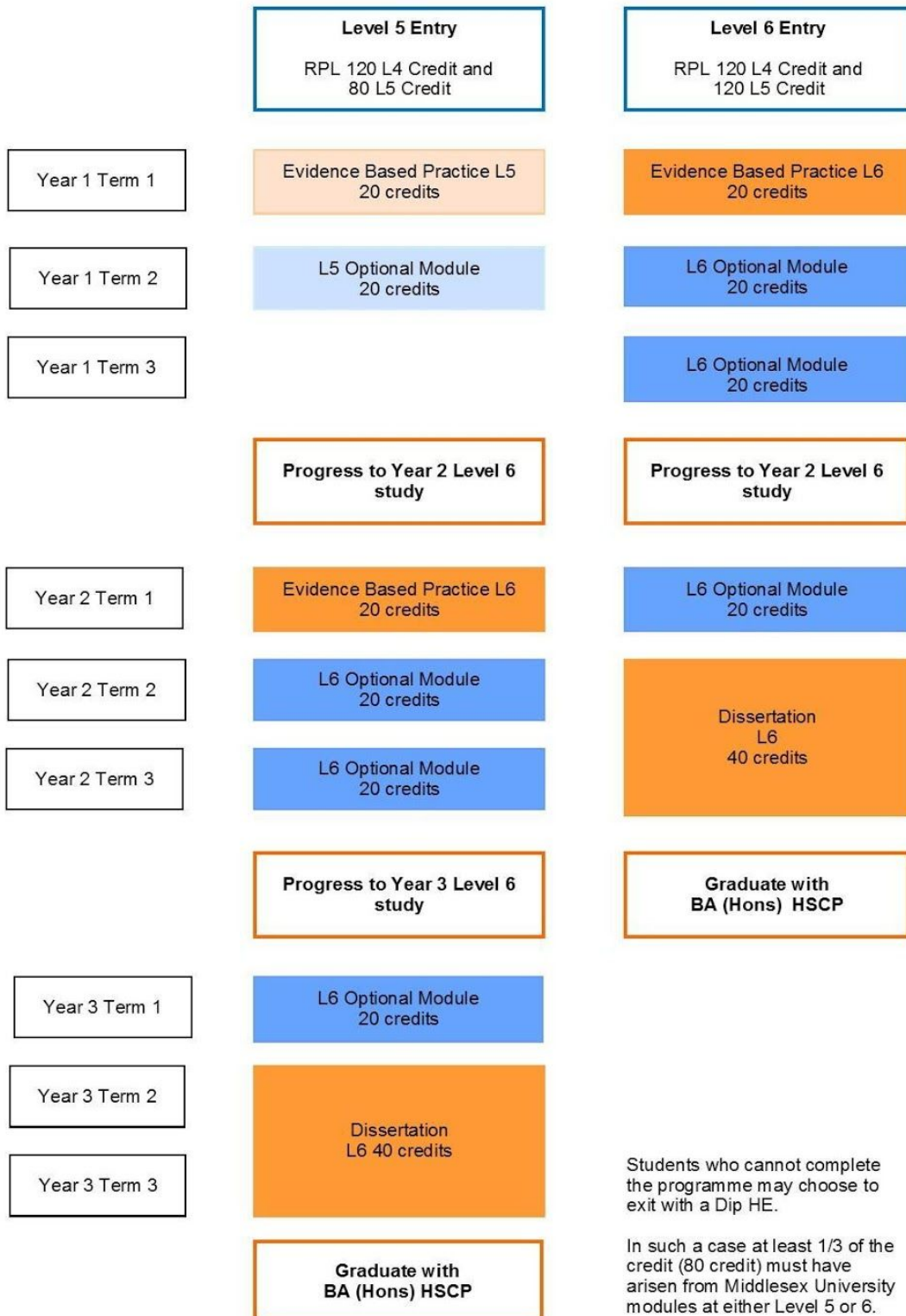
Registered Nurses and Allied Health Professionals, many of whom hold or are seeking more managerial/specialist roles, have identified the need to gain this level of academic qualification to enable them develop their practice. The primary purpose of this programme is therefore to enable these potential students to gain a relevant degree in Professional Practice. In addition, it aims to provide continuing professional development opportunities in health and social care to enable practitioners to fulfil the requirements of professional revalidation (NMC, 2015, HCPC, 2015). Such professional development has been identified as being essential to enhance safe and effective delivery of service (Francis, 2013).

Those students who have achieved 120 credits at level 4, or equivalent through a relevant professional registration qualification and are currently working in a Health or Social Care role may apply for Recognition of Prior Learning (RPL) to enter the programme. Students may also apply for RPL of up to 120 credits at Level 5, although it is recommended that those students who have not previously studied at Level 5 complete a minimum of 40 credits at this level to enable them to develop their study skills before progressing to Level 6 study. Students who already hold an HE Diploma, with 120 credits at Level 4 and 120 credits at level 5, may apply for RPL to enter at level 6. Evidence-based practice (20 credits) is compulsory at Level 5 and 6 for Level 5, and for all students at Level 6. The Dissertation (40 credits at level 6 only) is also a compulsory modules. All other modules are optional, thereby requiring the student to choose the pathway they wish to study.

Although the main exit award for this programme is BA (Hons) Health and Social Care Practice, there is potential for students who cannot progress to this level to exit with a 'fall back' award of Dip HE in Health and Social Care Practice. To achieve the requirements for this award students must complete a minimum of 80 level 5 credits and then may apply for APL in relation to the remaining 40 level 5 credits.

The figure below demonstrates the different progression options:

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BA HSCP Programme Structure

	Level 5 Entry RPL 120 L4 Credit and 80 L5 Credit	Level 6 Entry RPL 120 L4 Credit and 120 L5 Credit
Year 1 Term 1	Evidence Based Practice L5 20 credits	Evidence Based Practice L6 20 credits
Year 1 Term 2	L5 Optional Module 20 credits	L6 Optional Module 20 credits
Year 1 Term 3		L6 Optional Module 20 credits
	Progress to Year 2 Level 6 study	Progress to Year 2 Level 6 study
Year 2 Term 1	Evidence Based Practice L6 20 credits	L6 Optional Module 20 credits
Year 2 Term 2	L6 Optional Module 20 credits	Dissertation L6 40 credits
Year 2 Term 3	L6 Optional Module 20 credits	
	Progress to Year 3 Level 6 study	Graduate with BA (Hons) HSCP
Year 3 Term 1	L6 Optional Module 20 credits	
Year 3 Term 2	Dissertation L6 40 credits	
Year 3 Term 3		
	Graduate with BA (Hons) HSCP	

Students who cannot complete the programme may choose to exit with a Dip HE.

In such a case at least 1/3 of the credit (80 credit) must have arisen from Middlesex University modules at either Level 5 or 6.

Programme Specification

The Programme Specification provides details of the BA(Hons) Health and Social Care Practice as validated by Middlesex University. It is available [BA HSCP Home Page](#) on the Learning Pod.

The programme aims

The programme aims to:
-   Provide a practice-focussed, inter-professional post-qualifying framework to enhance the continuing development of health and social care practitioners.
-   Enable health and social care professionals to access academic awards and equip them with the critical thinking and problem-solving skills associated with 'graduateness.'
-   Empower students to develop and apply new knowledge, skills and attitudes to their professional roles.
-   Enable students to reflect upon their practice in a critical and informed manner.
-   Foster autonomy and lifelong learning and development skills.
-   Facilitate inter-professional learning amongst health and social care practitioners
-   Develop the student's political, legal and economic awareness at an organisational, professional and national level.
-   Empower the student to challenge practice and, where appropriate, make recommendations for and influence change and development in health and social care.
-   Facilitate the development of evidence-based practice in health and social care.

Attendance requirements

This is a part-time course, and it is important to note that in order to **successfully pass** the module you must normally achieve **80% attendance** of taught sessions and individual learning components such as e-learning activities over each individual module. Modules rely on interactive student participation and you will therefore miss out on the benefit of this type of activity if you do not attend. In the event of you unavoidably missing a taught session it may be possible to arrange for you to catch up through discussion with the module lead and the completion of a 'making up form'.

If your attendance fails to meet the requirements outlined above you may be excluded from the assessment and be given a grade of X for the module. This applies to all modules included in this programme**.** The definition of the X grade is "ineligible for assessment due to unsatisfactory attendance/ participation but may be retaken with permission". It is not a punishment for poor attendance but recognition that you have not been able to prepare yourself for assessment in the content of the module. The full regulations regarding attendance are in the Institute regulations, available from the Learning Pod [Policies and Procedures](#) page.

Fitness to practise / Professional capabilities

As most of you will be registered professionals, it is important that you realise that academic misconduct (for example plagiarism) compromises your integrity and trustworthiness. This may have implications both in terms of your progress on the course and your professional registration. In other words, academic misconduct may be considered a fitness to practise / professional capabilities issue and referral to the relevant professional regulatory body may be warranted via your organisational disciplinary and capabilities procedures.

Employability and Future Personal Development

The development of employability skills – for example team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of under-graduate study, although this may not be overt, as they will not always be presented as such. The programme has been designed in response to stakeholder feedback and service need, especially with respect to the development of the workforce, the commitment to service improvement and the emergence of new roles and ways of working. Whilst the programme is directed towards meeting service needs, the curriculum does take into account national standards, thus ensuring that the student develops skills and knowledge that will enable them to seek employment beyond the Island context.

Students studying on this programme will normally be Registered Health and Social Care Professionals, and will therefore already have achieved their professional qualifications. Undertaking either modules within this programme, or completion of the full award, will allow students to demonstrate Continuing Professional Development within their field of practice. In particular it will help practitioners to develop a greater depth of knowledge with regards to particular areas of practice, demonstrating increasing expertise and application to practice.

Personal Development Planning (PDP)

Students undertaking the programme will be doing so as a result of this learning need being identified through appraisal. All students will be nominated by their manager to undertake all or part of the programme by virtue of their role in the organisation. Whilst some of the modules provide the opportunity for students to develop their Personal Development Plan (PDP) and review their progress in achieving it, it is anticipated that students will be undertaking regular appraisal or personal development review meetings within their organisation's framework for staff development.

PDP will provide you with an opportunity to assess the value of the skills and knowledge you are developing and to identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other

activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

As any academic credit achieved is awarded by Middlesex University and therefore it may be possible to apply for recognition of prior learning in relation to Middlesex University courses.

Your modules

The programme comprises three types of modules, some of which are available at Level 5 and all at Level 6. All modules are designed to have a strong application to your field of practice, and apart from the optional modules, you can select for the other optional modules to meet your particular professional role.

1. Compulsory modules:

   - **Evidence Based Practice** (Level 5 and 6) enables you to develop the ability to retrieve and critically appraise evidence sources and apply them as a basis for practice.

   - **Dissertation** (Level 6) which is the culmination of the students' study and will enable them to demonstrate through a systematic appraisal of the literature, a sound understanding of research methodology and the ability to make recommendations for education and practice through synthesis of the findings.

2. Optional module which have a more practice focus:

   - **Health Promotion Policy and Practice** (Level 5 and 6) which will The module explores the relevance of health promotion interventions in a range of settings and enable you to identify and evaluate health promotion interventions in practice.

   - **End of Life Care (**Level 5 and 6) uses the key end-of-life care policy documents this module to encourage students to develop their existing knowledge and understanding of contemporary end-of-life care provision including holistic assessment.

   - **Improving the Experiences of People with Dementia** (Level 6) provides a holistic view of dementia that considers a range of perspectives, and also helps students to review their own and colleagues' attitudes and practices.

- **Anaesthetic Practice** (Level 6) is intended to prepare theatre-based registered nurses to undertake the role of an Anaesthetic Nurse.

- **Promoting Good Practice in Mental Health Care or Learning Disability Care** facilitates students to critically appraise contemporary guidance; identifying practice related developments that will enhance the care of people with a mental health condition or the care of people with a learning disability.

3. Optional modules which address leadership and management:

- **Team Working in Health and Social Care** (Level 5 and 6) which aims to provide an opportunity for students to analyse the underpinning principles and theories of working within teams and demonstrate application to practice.

- **Leadership in Health and Social Care** (Level 6) enable students to critically examine the key concepts related to leadership of small teams within health and social care.

- **Evaluating Quality in Health and Social Care** (Level 6) enables students to develop leadership skills in relation to evaluating quality of service provision and identify areas for potential service development within the contexts of health and social care.

- **Facilitating Change in Health and Social Care** (Level 6) requires students to explore the theoretical underpinnings which guide practice development, and to develop their skills to facilitate change in service delivery.

Further details of the content of each module is provided in Appendix 2 below.

You will be provided with specific module information in the Module Handbook with which you will be provided when you commence each module. This includes module learning outcomes, content, timetables, reading lists and assessment task briefs.

Your Module Timetable 2019 to 2020

The delivery dates for modules from the programme specification are decided in relation to potential student and service needs. It is unlikely that every module will run in each academic year, and the table below lists the planned modules for 2019 to 2020. Please note that modules may not run if there is an insufficient number of applicants.

Detailed timetables for each module will be made available on the Institute's Learning Pod in the relevant module section. If your timetable is incomplete, or if you have any queries about your timetable, then please contact the relevant module lead, who will notify you of any changes to the planned provision.

Term 1
(September 2019 to November 2019)
Level 5: Evidence-based practice (20 credits)
Level 6: Evidence-based practice (20 credits)
Level 6: Evaluating Quality in Health and Social Care (20 credits)
Level 6: Dissertation (40 credits)
Launches: June 2019 and submits March 2020

Term 2
(November 2019 to March 2020)
Level 5: Health Promotion and Practice (20 credits)
Level 6: Health Promotion and Practice (20 credits)
Level 6: Leadership in Health and Social Care (20 credits)
Level 6: Dissertation Continues
Level 6: Dissertation Cohort 2 (40 credits)
Launches: September 2019 and submits June 2020

Term 3
(March 2020 to June 2020)
Level 5: Improving the Experiences of People with Dementia (20 credits)
Level 6: Improving the Experiences of People with Dementia (20 credits)
Level 6: Facilitating Change in Health and Social Care (20 credits)
Level 6: Dissertation Continues

Your module assessments

IMPORTANT: Assessment deadlines do occasionally change and, while every effort has been made to ensure dates are correct at the time of publishing, you should check your email and The Learning Pod so you are aware of any changes. Further information concerning the assessment process and submission can be found there.

The Institute's assessment and meetings calendar for the BA (Hons) in Health and Social Care Practice can be found on the Learning Pod.

Your Programme Feedback

As well as talking to your module or programme leaders, and your Personal and Professional Development Tutor about any issues, there are also other ways you can feedback you can feedback and help enhance the quality of your programme.

Programme Boards of Studies

The Boards of Study are one of the main formal channels of communication between staff and students. They are a forum in which students can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Students and Staff should both be given assurances they will not be penalised for raising issues at a Boards of Study.

Boards of Study occur each term and your Programme or Module Lead will ask for programme feedback from you to report to staff at the meeting. You will also be given feedback from both staff and the Student Representative on the outcomes of the feedback.

The dates of the Programme Voice Groups/ Boards of Study for 2019/20 are available on the BA HSCP home page on the Institute Learning Pod.

Minutes and actions from previous Programme Voice Groups/ Boards of Study will be made available to you through Institute Learning Pod BA HSCP home page. Further guidance on the Programme Voice Groups/ Boards of Study can be found here*: https://unihub.mdx.ac.uk/your-middlesex/student-feedback/ .*

Evaluation

Throughout your course you will have formal and informal opportunities to express your individual perception of the quality of your academic experiences by means of evaluation processes. Students are encouraged to comment on the effectiveness of teaching and learning opportunities and these opinions form an important part of the programme monitoring and review process.

How we consider your feedback

The feedback you give through your student voice leader through evaluations and at Board of Studies meetings plays an important part in reviewing the programme during and at the end of the academic year. Some of the changes we have made to programmes have been as a result of student feedback. For example, students identified that there were not enough copies of recommended text book available in hard copy in the library. Additional texts were purchased as well as electronic versions to meet the circulation requirements.

How your programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however these terms are important to you and your programme. Full details on how we do this can be found by visiting https://unihub.mdx.ac.uk/support/ensuring-quality.

PART 2 - RESOURCES AND SUPPORT AVAILABLE

Resources

Library

The library is situated in the Institute in close proximity to the student common room and main reception area. There are 27 study spaces in the Library, and 20 seats for IT equipped study, including the IT training room which is available for study purposes when training is not taking place. A free Wi-Fi facility is available throughout the Institute.

A collection of approximately 7,000 hard copy texts is made available in the Library to support the courses taught at the Institute. Print resources in the library are supplemented with a large collection of online books and journals in the E-Library.

A search of the catalogue will show the full range of electronic books available and a search of the EBSCO database can enable you to access journals. If you need help accessing these resources please contact the librarian.
Information about the Library can be found on the Institute's website at
https://gov.gg/theinstitute or on the Library's website.   Passwords for remote access can be obtained from a member of Library staff or via the website.

Contact details for the library staff are supplied at the beginning of the handbook.

Institute facilities

The Institute is situated on the top floor (Level 3a) of the medical block of the Princess Elizabeth Hospital, Rue Mignot, St Martins Guernsey.

In addition to the Library, the Institute has 7 classrooms, a practical training room, an IT training room, a Video Conference suite and small interview rooms. The majority of the taught sessions will take place within the Institute, although occasionally alternative facilities will be used (you will be advised of any change of location). The academic and administrative teams' offices are also located at the Institute.

Please note that parking is available on site, although at periods of high demand this may be limited and you are advised to allow time to find parking space. Parking marked with red lines have priority for hospital service users, and Institute visitors are requested to use those marked with white lines if available.

A hot drinks vending machine is available in the Institute Reception area. The Hospital Shop located on the ground floor (Vauquiedor entrance) supplies a range of snacks and drinks, and the Gloucester Room situated on Level 2 serves hot and cold meals and snacks.

Student Support and Development

Although you are expected to be independent and to take responsibility for your own academic and personal life, at the Institute we want you to be able to develop academically as well as professionally. To help you to achieve this, we offer a variety of forms of academic support comparable to that offered to your peers at Middlesex University.

This support includes:

- Your module lead and team
- Individual tutorials with your Personal Tutor (PT)
- 'Getting your Assignment Ready' drop in sessions
- Open Academic Writing and Learning Workshops (AWL)
- Study skills materials and links to relevant sites are available on the Study Skills Page of the Learning Pod
- Electronic support by the Electronic Resources Facilitator

Further information is available in the [Academic Support Guidelines](#) available on the Policies and Procedures Page of the Learning Pod, and are summarised below.

Academic Support

Preparation for level 5 and 6 study

Whilst most students enjoy the challenge of progressing from level 5 to level 6 studies, it is acknowledged that this can also be daunting. In order to support you with this academic transition, a suite of study skills opportunities will be available as part of your induction to your chosen programme. Examples include:
- Developing undergraduate attributes
- Enhancing criticality
- Advanced search skills

If you would like to build confidence in your study skills (for example you may have experienced a significant break from academic study and might seek to refresh skills that you may not have used for a while), you will be offered the optional opportunity to engage with the Institute's existing Study Skills programme which covers issues such as:
- Referencing
- Academic writing
- Academic misconduct
- Reflective writing

Personal Tutors (PT)

The Programme Lead will retain an overview of each student's progress on their Programme. The lecturer leading each module will direct your studies and ensure that you know what work you need to undertake. You will be allocated a named Personal Tutor (PT) (who is usually the module lead). You can find contact details in the 'Contacts and Communication' section of your module handbook. They will be available for academic support. In the spirit of adult learning, the onus is on the student to initiate access to any academic support to which they are entitled.

Undergraduate students accessing their first level 5 or 6 module are entitled to submit *a plan and one complete draft* of their summative assessment for feedback.

Undergraduate students who have already completed their first level 5 or 6 module are entitled to submit *one complete draft* of their summative assessment for feedback.

Students will have negotiated the date of draft submission with their Personal Tutor in advance, and will submit a draft by email or a link on the Learning Pod. Your PT will provide electronic feedback on draft work within four working days as long as the date of submission of the draft has been agreed in advance - it may take longer to return feedback if notice has not been given to the tutor. You may book a tutorial to review the feedback with your personal tutor. Your are advised to look at the written feedback in advance so you can ask about specific areas of that feedback which where you would like clarification.

In line with Institute guidelines on feedback, PTs will not correct all your work for you – that's your job! Instead they will give an overall evaluation of your work, and probably pinpoint various specific issues you can improve, such as structure, organisation, argumentation, criticality, paragraphing, referencing or particular areas of grammar or style.

To promote transparency in relation to what will be expected from you academically and how this will be assessed, you will be provided with marking criteria specific to each module.

You will receive detailed written feedback in response to all summatively assessed work. This feedback will include 'feed forward' (a clear indication of how the work might be improved in future). It is recognised that the programmes are developmental and that, from time to time, students will fail assessments, especially towards the beginning of the programme. Were this to happen to you, you would normally be allowed a second attempt, having had the benefit of clear feedback and the same entitlement to academic support as detailed above in relation to a first submission.

Additional Support (Reasonable Adjustments)

The Institute of Health and Social Care Studies is committed to upholding the spirit of the UK Equality Act 2010 in the provision of reasonable adjustment for students who have

been identified as having an assessed disability / specific need. Such specific needs include disability and dyslexia.   More information is available by following links from the Institute Policies and Procedures Page of the Learning Pod which includes a [Reasonable Adjustments Pack](#).

Assessment of specific learning support can be arranged by the Institute, and where it is identified that a reasonable adjustment is appropriate, a 'Reasonable Adjustments Form' will be completed and agreed with you. A 'Coursework memo' will be provided to notify markers and examiners. It is important that you have this in place before you submit assessments for marking if you wish to seek reasonable adjustments.

This process is optional, but please do contact Rachael Major who is the Institute's Disability lead if you wish to seek advice about an existing or potential specific learning need. Rachael can be contacted by emailing Rachael.Major@gov.gg or by telephone on 725241 Ext. 4717.

Study Skills

In addition to PT support detailed above additional tutorials are available:

- One to one Academic Writing and Language (AWL) or Maths, Stats and Numeracy (MSN) Tutorials (usually with your PT)

- 'Getting your Assignment Ready' Drop-in Sessions

- AWL Open Workshops, for example:

    - Essay Writing
    - Understanding your Assignment Brief
    - Dissertation Writing
    - Critical Thinking
    - Understanding Referencing & Avoiding Plagiarism
    - Integrating Sources into your Writing

What we **DON'T** Offer in these tutorials:
1. Proof reading of whole assignments
2. "Grammar correction" for whole assignments
3. Last minute "assignment fixing" for a deadline tomorrow
4. Assessments of what grade your assignment is likely to be awarded.

Further information on support with study skills is provided in the Institute Academic Support policy available on the [Learning Pod](#).

Link Tutors

As stated on the front of this handbook the link tutor at the Institute for this programme is Emma Le Poidevin and the link tutor at Middlesex is Venetia Brown*.*   Both tutors are

jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Board of Study meetings where they hear the views of students on the programme; however you can contact either if you have a query or suggestion.

Pastoral Support

The course team appreciate that studying part time while working can be stressful for students, and balancing work, family and study can be difficult. In addition to the learning support identified earlier, the role of the Personal Tutor may also involve a measure of pastoral support in that, if you feel that extenuating circumstances are affecting your ability to engage with the programme, you should talk to your Personal Tutor. They will listen and offer assistance in terms of negotiating strategies to manage the course demands and any reasonable adjustments. Personal Tutors will also be able to signpost you to alternative sources of support if your needs are beyond the scope of their role. This includes a range of self-help electronic resources, and States employees are able to access support from the Occupational Health Department, usually through their line manager.

PART 3 - UNIVERSITY POLICIES YOU SHOULD KNOW

Appeals

You should be familiar in particular with the Appeal Regulations and Procedures (Section G) as The Institute of Health and Social Care Studies and you have to act in accordance with these procedures if you submit an appeal:
https://www.mdx.ac.uk/about-us/policies/university-regulations.

Academic Misconduct

You should be familiar with the Infringement of Assessment Regulations/Academic Misconduct regulations (section F) as **The Institute for Health and Social Care** and you have to act in accordance with these procedures in the case of any alleged academic misconduct: http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionf.aspx

Plagiarism and Collusion

There is also useful advice available on the Middlesex University Learning and Teaching website which houses videos and other materials to help you understand what constitutes plagiarism and how to avoid it.

Plagiarism is taking someone else's work or ideas and passing them off as your own. Remember, plagiarism isn't just restricted to essays or reports, it can also happen with visual work as well. It includes:
- Copying – submission of someone else's entire work as your own. The original work could be from the internet, a classmate, or a student in a previous year.
- Failing to indicate a direct quote (quotation marks should be used) in the text.
- Paraphrasing or synthesising material from a book, journal article or internet site without acknowledging the source in the text.
- Composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text.
- Using your own previous work in another assignment without acknowledging it.

The University takes plagiarism very seriously and you will face a penalty if found guilty of plagiarism, regardless of whether it was unintentional or a first offence. You should therefore make sure that you understand how to reference properly so that you can use another author's work without plagiarising. Our Institute referencing guidelines may be found the Institute Learning Pod.

Breach of Confidentiality

The Nursing and Midwifery Council (NMC) (2015) state, that as a nurse or midwife you owe a duty of confidentiality to all those who are receiving care. Similarly the Health and Care Professions Council (HCPC) (2012) state that, "You must respect the confidentiality of service users". This principle applies to any academic work undertaken as part of professional programmes.

In essays and other academic work any reference to the following MUST be anonymised so they cannot be identified by the marker or any other person. This includes:
- Names of patients/ clients / service users
- Names of relatives / carers
- Ward / Department / Team names
- Trust / Hospital names
- Names of colleagues

Any instance where confidentiality is not maintained may breach the NMC (2015), HCPC (2012) or other regulatory body professional code and as such, further action may be taken. This may take the form of either an academic or a professional sanction or both.

Further details regarding the University Confidentiality Policy, including sanctions, are available at the Institute Learning Pod Policies and Procedures page.

Deferral of assessment

Deferral of assessment or reassessment may be granted where exceptional circumstances prevent you from completing assessment in time for the advised submission through no fault of your own (see extenuating circumstances criteria below for what is deemed as acceptable). Deferrals of up to 20 working days need to be approved by a lead lecturer at the Institute. Deferrals over 20 working days will need the authorisation of an extenuating circumstances panel (please see Extenuating Circumstances below). Students wishing to defer should complete an extenuating circumstances request form and submit this, along with relevant supporting evidence, to a member of the Institute Administration Office. This request must be submitted prior to the date of submission; students should continue to work towards submitting their work until it has been confirmed if the request for deferral has been granted. Students requesting a deferral will have this request confirmed or declined within 5 working days. If you have any questions, please contact the Senior Institute Administrator or the Academic Lead for Quality.

Extenuating Circumstances

The Institute understands that at times there may be exceptional, extenuating circumstances that might impact on a student's ability to perform in a summative assessment. An extenuating circumstance can be defined as an acute factor or an acute

expression of a chronic condition that can be evidenced and is outside of the student's control.

In the first instance students should discuss these circumstances with their Personal and Professional Development Tutor at the earliest opportunity, to identify the best support and gain advice.

Students should complete the Extenuating Circumstances form (available from the Institute's Senior Administrator (Samantha.Smedley@gov.gg).

The form should indicate the adjustment being requested and should be submitted to the Institute Administration Office, with supporting evidence prior to the date of submission. An extenuating circumstances panel (ECP)will be convened within 10 working days of receiving requests. All requests must be received within 4 weeks of the Assessment Board in order for them to be considered.

If there is to be a delay in submitting supporting evidence, the Chair of the ECP (usually the Institutional link tutor) can take the decision to accept the late report and the panel will consider the evidence virtually, but this will still take place prior to the Assessment Board.

The ECP will consider all applications and determine the severity of impact, making recommendations to the Assessment Board on what adjustments could be made to accommodate the extenuating circumstances. This could include:
- An award of a higher classification
- Assessment, reassessment or further assessment
- Provisional progression, subject to a delayed assessment

Whilst not exhaustive, the information below provides guidance as to what may constitute an acceptable extenuating circumstance:
- Bereavement
- Serious short term-illness or accident (of a nature which, in an employment context, would lead to sickness absence)
- Worsening of a long term health condition
- Significant adverse personal/family circumstances
- Other significant exceptional factors for which there is evidence of stress caused

The following is a non-exhaustive list of circumstances that are unlikely to be considered:
- A medical condition without any medical (or otherwise) evidence to support it
- Medical circumstances outside of the relevant assessment or learning period and for which adjustments may already have been made
- Circumstances that were foreseeable or preventable
- A long term health condition for which the student is already receiving reasonable or appropriate adjustments
- Minor illness or an accident that would be unlikely to lead to absence from work
- Holidays
- Personal computer/printer problems
- Poor practice, for example not backing up documents electronically
- Poor time management

Re-assessment

Although no one anticipates failing a module, it is important that you are aware of what happens if you do. Normally you would be entitled to one re-assessment opportunity if you do not pass and there is no financial cost associated with this second attempt. You should contact the Programme Lead if you have any questions about re-assessment.

Suggestions and Complaints

The Institute's guidance available on the Learning Pod seeks to ensure that complaints made by undergraduate students are treated seriously and, if found to be valid, are acted upon to ensure that the students' interests are protected as far as it is possible for the University and Institute to do so.

PART 4 - LEARNING, TEACHING AND ASSESSMENT

The teaching, learning and assessment methods are underpinned by ideology which supports the notion that education is directly linked to the development of a skilled workforce. There is a strong reflective component throughout the programme encouraging personal and professional growth, socio-political awareness and a focus on affecting change at a fundamental level.

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback/feedforward on your learning as well as opportunities to reflect upon and learn from that feedback.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of the undergraduate programme. Such diverse approaches aim to put you at the centre of your learning, involving and engaging you in all aspects of your development and learning. Your programme will require your active participation in learning activities working and learning with other students as part of a small group. Learning opportunities will occur both within the classroom and through electronic media.

Some of the teaching and learning methods will include 'lectures' or classroom based learning. We feel that this contact time in the classroom provides an opportunity for debate and discussion as well as enabling students to provide support to each other. You are required to attend these taught sessions, the majority of which are interactive and cannot be recorded as lecture captures.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to support your learning through electronic media.   The Institute's Learning Pod will be used to support student learning by hosting electronic materials, providing links to on-line resources and promoting student discussion through blogs, discussion forums, and other social media resources such as Twitter.

Your programme will be facilitated using a variety of media and online tools which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space restrictions associated with traditional teaching methods, you may take part in online discussions and learning activities from wherever you are studying. Your tutors and library staff will provide any support you may need whilst learning online.

By engaging with e- learning you will also be developing skills which are highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Another important method of learning will be the use of work-based learning. This may include review of current work practices, discussion with colleagues and service users, and supervised practice to assess your competence. A suitably qualified coach or colleague may be identified to support your learning and assess you in practice. This type of learning will enable you to develop skills and confidence related to your role. In addition, you will have the opportunity to develop practice through project management and the facilitation of change.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as **formative** or **summative**. The formative assessment will enable you to begin preparing for your summative assessment, either by helping you to identify what your learning needs might be, determining what you have learnt as you progress through the module or by helping you gather information and other forms of knowledge that will contribute to the final assessment.

Formative assessment is designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback but not a grade. Formative assessment is an important part of the learning process and has been shown to help students improve both their grades and their approaches to learning. Not all modules will have a formal formative component, however it will be made clear when you start each module which tasks are formative and which are summative.

Summative assessment is designed to measure the extent to which you have achieved the learning outcomes of a module and therefore the grade you will be awarded. Learning outcomes are the specific skills and knowledge that you are expected to demonstrate as a result of taking a module. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner and, for undergraduate programmes, this will mainly comprise of critical reflection, reports, essays, portfolios, presentations and work products.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme, where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Module handbooks are provided for each module that you undertake. As well as providing details of the teaching and learning methods, full details are given of the assessment tasks, the marking criteria for that task and the assessment schedule for that module.

Please see the module narratives at the end of this handbook or your module handbooks for more information about the specific arrangements for your modules.

Storage of assessments

Whether your assessment is submitted electronically, as a hard copy or recorded; this information will be stored in accordance with local legislation relating to data protection. For more information see Policies and Procedures on the Learning Pod.

Submission, receipt, marking and return of assessment

Submission of work for assessment

When the assignment task is launched at the commencement of a module, you will be informed of the submission date and time.

Your assignment should be submitted electronically to the Learning Pod according to the guidance given by your module lead. A Statement of Authorship and Verification must be included in this submission. You will be provided with more information on the submission format and process in your module handbook.

A link will also be provided to a test submission. If you have not used this system before you are strongly advised to use this link in advance of your submission link to ensure you know how to upload your work.   A document providing step-by-step guidance on how to upload your work is included on the module page.

Please contact a member of the Institute Team as soon as possible if you are having difficulty uploading your work.

When you upload your work electronically via the Learning Pod you will have access to plagiarism checking software such as 'Turnitin' which will enable you to review your work prior to final submission. This system will also be available to markers during the marking process to check work for breaches of the academic regulations, for example plagiarism and collusion. **You will be able to review your assignment in relation to the similarity score before you finally submit it.** You are strongly recommended to do this to prevent your work becoming subject to investigation due to a high similarity score.

The deadline for submitting coursework is normally 15.00 hours on a specified date. **Failure to submit your work by this deadline without a grant of an extension or deferral will result in failure in that component of the module**. If you are unable to meet this deadline you must follow the 'Extenuating Circumstances Processes' which are detailed later in this handbook and on the Learning Pod.

Where an assessment is in the form of an assessed presentation, you will be informed of the date and time of your presentation. This will be assessed by at least one marker at

the time, and you will be given informal feedback following the presentation. You will be video-recorded for the moderation purposes, and your formal feedback and mark will be provided once the moderation process is completed.

Marking, second marking and marking moderation

All work is first marked and may also be marked by a second marker. In this case a mark will be agreed between the two markers. A sample of the submitted work is then subjected to internal moderation before being sent to the External Examiner.

Please note that your mark may be adjusted following feedback from the external examiner or at the Exam Board.

Return of coursework

Most coursework will be available for collection via the Learning Pod once the assessment cycle is sufficiently complete. Markers' feedback will be given in three forms:
- Your work will be annotated with comments highlighting strengths and areas for development.
- You will be provided with feedback in relation to the specific requirements of the task on an electronic 'grade form'
- A summary will also be provided, identifying points of strength and weakness in your work, including areas for future development.

All work is marked using specific marking criteria with which are included in your module handbook. The feedback you will receive will clearly indicate how your marks could have been improved, using the marking criteria descriptors as a guide.

Normally your marked work and feedback will be uploaded to the Learning Pod for you to collect. If alternative arrangements are made you will be given more information by your module lead.

If there are more than one assessment tasks **you must pass each component of the assessment to achieve an overall pass**. Your work will be marked and feedback given to you using a 100% marking scale, however your final agreed module mark will be converted to the Middlesex University 20 Point Scale. A chart detailing the conversion from the 100% scale to the 20 point scale is given below.

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect, using the feedback as a basis for learning and to improve your work.

Feedback can take many forms and may be informal. For example, it may be given and discussed in the classroom or it may be more formal and delivered in written or audio form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and therefore all programmes provide regular opportunities for **formative assessment.** The purpose of this is to provide regular feedback on your performance and development and to prepare you for any summative assessment.

Feedback on **summative assessment** will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: mdx.ac.uk/regulations

You will normally be provided with written feedback within 15 working days (not including Saturday, Sundays, Public Holidays or the published submission date).
You will receive a provisional mark following the internal moderation process. This mark may change until formally confirmed at the Assessment Board. The Assessment Board usually sits at least three times a year. Confirmed results will be available the day after an Assessment Board has been held, but students will not normally be informed of the confirmed mark unless there is a change from their provisional mark. The dates of the Assessment Boards will be available on the Institute Learning Pod BA HSCP home page.

Progressing on your programme

Your grades

Where the summative assessment connected with a particular module takes several forms, the relative weighting given to each of the component parts will be made clear when the assessment is first launched. It is necessary to achieve a pass in each component. If you are completing a whole BA (Hons) degree, your final award classification (for example first class honours, 2:1, 2:2 or 3rd class) will reflect all the grades achieved in the summative assessments contributing to your degree. Again, the relative contributions that each mark makes to your final award classification will be made clear to you.

Middlesex University Marking Systems

The marking scales and criteria

Your individual assessed task will usually be marked using a 100% scale. You will need to achieve a mark of 40% or above to pass the task, and to be awarded an overall pass for a module you must pass each element. Each marking band will incorporate a standard written descriptor of the standard of work required to achieve a mark in that band. Additionally, by reading the Marking Criteria (which are included in your module

handbook), you can also understand the standard you must reach to achieve marks in different bands within the criteria.

In addition you may wish to refer to the SEEC Credit level descriptors for higher education. These descriptors are defined by as the level of challenge, complexity, and autonomy expected of a learner on completion of a defined learning activity such as a module or course of study. They provide a description of increasing levels of learning (from level 3 to level 8) categorised in relation to knowledge, understanding and skills. As such they represent one articulation of the expected learning gain of learners as they progress through higher education.

To conform to Middlesex University procedures, your final mark will be granted in accordance to the 20 point scale. The table below demonstrates the relationship between the 100% and 20 point scales, and the overall degree classification. Please note that the 20 point scale numerically reverses with the highest mark being 1, and **a maximum** of 16 equating to a pass.

The following table summarises these scales:

100% Scale	20 Point Scale	Degree Classification
70 - 100	1 - 4	First
60 – 69	5 -8	2.1
50 – 59	9 – 12	2.2
40 – 49	13 – 16	3
35 – 39	17	Marginal fail
30 – 34	18	Fail
1 - 29	19	Fail
0	20	Fail for non-submission

Further administrative grades

These are also used to indicate re-assessment, deferrals and academic misconduct etc. The full scale is contained in the Middlesex Regulations (section E5) available online at: http://www.mdx.ac.uk/about-us/policies/university-regulations.

If you have any questions about what your grades mean then you should contact your Module Lead in the first instance*.*

Programme regulations for progression and award

The progress of students will normally be reviewed at the end of each year and the result will be a decision on students' academic standing. In order to proceed from one stage to another, a student must pass the required number and level of credits. Please refer to section E of the Regulations, available at
http://www.mdx.ac.uk/about-us/policies/university-regulations.

Your results

At the end of each academic year, your results will be considered and confirmed by an Assessment Board. Following the Assessment Board you will be able to view your results and progression status. You will receive your results by an email from the Institute Administration Office.

The date for the release of results and progression decisions is on the Academic Calendar which can be found on the Learning Pod.

Certificates

When you have graduated from the programme, your final qualification certificate will be issued by Middlesex University and will have the details of your qualification. It will include the words "in collaboration with the Institute of Health and Social Care Studies."

Your certificate will be sent to the Institute by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it will then be forwarded to you at the address we hold for you. It is therefore very important that you keep the Institute Administration Office updated of your address details if they change at any point.

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations: section E13.5:
http://www.mdx.ac.uk/about-us/policies/university-regulations.

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can

obtain a copy of this report by contacting your Programme Lead (judy.moore@gov.gg) or the Senior Academic Administrator (samantha.smedley@gov.gg)

The External Examiner for the BA (Hons) Health and Social Care Practice programme is: John Freeman from Sheffield Hallam University.

IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner. The appeal and complaints systems exist to allow you to express any concerns you have.

You can read more about the role of External Examiners and quality assurance on the QAA website: http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality/pages/default.aspx

Health and Safety

HSC and the Institute work within the relevant HSC Policies and Procedures. These include 'Health and Safety G.200', 'Integrated Risk Management G207' and 'Fire Precautions G206'.

Information is displayed at the Institute Reception regarding responsible persons for risk assessment and first aid. First aid kits are available by the Reception Desk and outside the Practical Room, and an AED is also available at Reception.

Upon hearing the fire alarm (either intermittent or continuous) all students should evacuate the building by one of the three exit routes via the main staircase, behind the Practical Training Room or through the back of the Library. The assembly point is on the grass area across the road from the Vauquiedor Entrance at Level 1.

APPENDIX 1: Curriculum Map for BA (Hons) Health and Social Care Practice

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

	Knowledge and understanding		Practical skills
A1	The sources of evidence and research approaches utilised as a base for health and social care practice.	C1	Retrieve and utilise appropriate sources of evidence as a basis for practice.
A2	The wider political, strategic, ethical and professional issues, related to health and social care.	C2	Demonstrate specific team working and leadership skills related to the learner's role.
A3	The core theoretical concepts related to leadership and management in health and social care, including teamworking, quality evaluation and service improvement.	C3	Evaluate quality of service provision and make recommendations to improve practice.
A4	The theoretical and professional concepts related meeting the specific needs of service users in specific areas of care such as End of Life, Dementia, and Anaesthetics.	C4	Provide appropriate service delivery or care to meet the needs of service users in specific areas of care such as End of Life, Dementia, and Anaesthetics.
A5	The key concepts of Health Promotion and People Centred service delivery.	C5	Utilise person-centred therapeutic interventions across a diversity of practice settings
		C6	Develop the ethical dimension of the decision making processes which take place in the delivery of health and social care.
	Cognitive skills		Graduate Skills
B1	Critically appraise a range of evidence related to current best practice in health and social care and apply it to their field of practice.	D1	Utilise a high level of written and oral communication skills appropriate to different practice settings

B2	Demonstrate a high level of critical thought which considers the wider political and strategic issues related to practice.	D2	Work effectively within an interprofessional team and where appropriate lead services in health and social care
B3	Further develop decision making and problem-solving skills taking into account the potential ethical and professional dimensions involved in the process.	D3	Demonstrate a high level of self - awareness and the ability to be a self-directed and independent learner and to undertake further professional development
B4	Utilise advanced reflective techniques to learn from experience and integrate theory with practice.	D4	Achieve competence in the use of information management and technology and in the handling and use of statistical data.
B5	Demonstrate the ability to be an independent, self-directed learner with the ability to assess own learning needs and to seek out learning opportunities to meet these needs	D5	Make decisions in complex and unpredictable contexts
B6	Solve complex problems utilising information from a range of sources.	D6	Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge within health and social care

Programme outcomes		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Highest level achieved by all graduates		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Module Title	**Module code**																							
Evidence-based practice	HSCP501	X			X		X		X	X	X		X				X				X		X	
End of life care	HSCP511		X		X	X				X					X		X					X		
Health promotion policy and practice	HSCP512		X		X		X						X			X	X							

Programme outcomes		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Highest level achieved by all graduates		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Improving the experiences of people with dementia	HSCP513				X	X			X						X		X						X	
Team working in health and social care	HSCP521			X		X			X					X	X		X			X				
Evidence-Based Practice	HSCP601	X	X	X	X			X	X	X		X		X		X	X	X			X		X	
Dissertation	HSCP602	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X
End of life care	HSCP611		X		X	X				X		X			X	X				X			X	
Health promotion policy and practice	HSCP612		X	X		X	X	X			X			X					X	X		X		
Improving the experiences of people with dementia	HSCP513				X	X			X	X		X		X	X	X	X						X	X
Anaesthetic practice	HSCP614	X			X	X				X	X			X	X	X	X			X				
Promoting good practice in mental health care or learning disability care	HSCP615	X	X		X	X				X		X	X	X	X				X	X		X		
Team working in health and social care	HSCP621			X		X			X	X				X	X		X		X	X				
Leadership in health and social care	HSCP622		X	X			X	X	X		X		X				X		X	X				X
Evaluating quality in health and social care	HSCP623		X	X		X	X	X			X			X			X	X	X					X
Facilitating change in health and social care	HSCP624		X	X		X		X	X		X			X					X	X				

APPENDIX 2: Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved and make any choices over option modules. The modules listed below have all been validated for delivery in this programme, however not all modules will necessarily be delivered in each year. The annual course brochure will list the modules available for the forthcoming Academic year.

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on the BA HSCP Home Page on the Learning Pod.

Level 5 modules

Title of Module:
End-of-life Care

Module Code:	Academic Level:	Credit Tariff:
HSCP511	5	20

Subject: Health and Social Care Practice   **Start Term:** September 2018

Module Leader:

Ann Marie Ferbarache, The Institute of Health and Social Care Studies
Liz Dorey, Guernsey Health and Social Care

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. There are no pre-requisites. It is also possible to access this module for stand-alone CPD. Students who have undertaken this module at level 6 (HSCP611) may not study it at level 5.

Module aims:

End-of-life care encompasses a range of conditions including cancers, dementia, heart disease and neurological conditions, and in the UK someone dies every minute – representing almost 530,000 in 2015 (ONS). This module is for all registered health and social care staff who support such individuals.

Using the key end-of-life care policy documents this module will encourage students to develop their existing knowledge and understanding of contemporary end-of-life care provision including holistic assessment.

There will be input from patient / service users and the use of case scenarios in order to examine the care from their perspective. There will also be a consideration of resilience from both a patient's perspective and that of your own. Through a series of interactive sessions facilitated by both local and visiting practitioners, reflection and analysis will be used to explore evidence-based strategies.

Module learning outcomes:
Completion of the module will enable you to:

Knowledge (understanding):

1. Consider the philosophy and development of end-of-life care provision including the social and political trends affecting clinical practice
2. Evaluate and analyse the concepts of wellbeing and resilience and determine how they can be fostered both in patients and yourself.
3. Debate the ethical and legal issues that influences care of the dying patient.
4. Demonstrate an understanding of the challenges associated with the provision of end-of-life care and the strategies available for service improvement.
5. Determine the role of the individual practitioner in providing holistic evidence-based care to meet the needs of patient/service users with life-limiting illnesses and their carers.

Skills (competences):
1. Demonstrate self-reflection, interprofessional working and holistic assessment in caring for the dying patient or client
2. Prepare a poster presentation to inform colleagues regarding aspects of care

Syllabus:
- Death and dying in contemporary society
- Evidence-based practice
- Communication
- Holistic assessment and symptom management
- Carer support
- Transitions in care
- Psychosocial care
- Emotional resilience
- Care during the last days of life
- Legal and ethical issues

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

28 hours of lectures will provide students with the theory related to the outcomes of the module. The lectures will be facilitated by both local and visiting practitioners.

An electronic learning package will take approximately **10 hours to complete part one** will enable students to reflect on their own experiences of caring for people at the end of their lives. **Part two** will enable the student to consider the legal and ethical issues that impact on the patient/service users.

8 hours of seminars will provide the opportunity to have facilitated reflection on the knowledge and emotions created by completing the electronic learning package.

5.5 hours of tutorials will be used for students to discuss specific issues that have occurred during practice.

148 hours of independent learning will enable students to deepen their knowledge of the module content as well as prepare for their assessed work.

Assessment Criteria:

You will be required to carry out two tasks.

- **Task 1:**

The first task will require you to write a **3000 word** structured reflection that evaluates the assessment of an individual's holistic needs, and the symptoms that require intervention. You will also consider how the concept of resilience and how legal and ethical issues impact on their practice. This will enable you to meet Knowledge Learning Outcomes 2, 3, 4 and 5, and Skills Learning Outcome 1.

- **Task 2:**

The second task is to produce **a poster presentation** that evaluates the care given to a group of patient/service users with end-of-life care needs in their own practice area. You will be expected to propose an initiative which will contribute to service improvement for this patient/service user group. This will enable the you to meet Knowledge Learning Outcome 1 and Skills Learning Outcome 1 and 2.

Assessment weighting:

Task 1: 75% of mark of the total module mark
Task 2: 25% of mark of the total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods.
Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the [Institute library catalogue](#) will give you access to the full range of printed and electronic books available, and searching the EBSCO [e-library databases](#) will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Brown, M. (2016) *Palliative Care in Nursing and Healthcare* London: Sage Publication

Dickman, A. and Schneider, J. (2016) *The syringe driver: Continuous subcutaneous infusions in palliative care.* (4th Edn) Oxford: Oxford University Press

General Medical Council (2013), *Treatment and care towards the end-of-life: good practice in decision making* at: http://www.gmc-uk.org/guidance/ethical_guidance/end_of_life_care.asp [Accessed 23/03/2017]

Gold Standards Framework. Available at: http://www.goldstandardsframework.org.uk/ [Accessed 23/03/2017]

Gomes, B. and Higginson, I. J. (2008) *Where people die (1974-2030): past trends, future projections and implications for care*. Palliative Medicine, 22, 1, 33-41.

Hanks, G., Cherry, N. I., Christakis, N. A., Fallon, M., Stein, K., and Portenoy, R. K. (2010) *Oxford Textbook of Palliative Medicine* (4th edn) Oxford: Oxford University Press

Leadership Alliance for the Care of Dying People (2014) *One Chance to Get it Right: Improving people's experience of care in the last few days and hours of life at:* https://www.gov.uk/government/publications/liverpool-care-pathway-review-response-to-recommendations [Accessed 23/03/2017]

National Palliative and End-of-life Care Partnership (2015) *Ambitions for Palliative and End-of-life Care: A national framework for local action 2015-2020 at*: http://endoflifecareambitions.org.uk/ [Accessed 23/03/2017]

Neuberger, J. (2013) *More care less pathway: A review of the Liverpool Care Pathway.* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/212450/Liverpool_Care_Pathway.pdf [Accessed 04.02.14]

Nicol, J. and Nyatanga, B. (2016) *Palliative and End-of-life Care in Nursing.* London: Learning Matters

Office for National Statistics (2015) *National Survey of Bereaved People (VOICES) at:* https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthcaresystem/bulletins/ nationalsurveyofbereavedpeoplevoices/previousReleases [Accessed 23/03/2017]

Payne, S., Seymour, J. and Ingleton, C. [Eds.] (2008) *Palliative Care Nursing. Principles and Evidence for Practice.* (2nd edn). Maidenhead: Open University Press

Randall, F. and Dowie, R.S. (2009) *Palliative Care Ethics. A Good Companion.* Oxford: Oxford University Press

Royal College of Nursing (2015) *Getting it right every time: Fundamentals of nursing care at the end-of-life at:* https://www.rcn.org.uk/professional-development/publications/pub-004871 [Accessed 23/03/2017]

Twycross, R. and Wilcock, A. (2016) *Introducing Palliative Care 5th edn* Oxford: Oxford University Press

Woodhouse, J. and Baldwin, A. (2011) *Key concepts in palliative care.* London: Sage

Patients' lived experience:

Hunniford, G. (2006) *Next to you.* London: Penguin

Moyes, J. (2012) *"Me before you"* London: Penguin

Module runs:

The module is planned to run in year 1, term 2 (September start) for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, Electronic Learning and Personal study
Week 2: Electronic Learning and Personal study
Week 3: Classroom based learning, Personal study
Week 4: Electronic Learning and seminars
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Electronic learning and Personal study
Week 7: Classroom based learning, and personal study
Weeks 8-12: Personal Study
Week 13: Assignment submission

Notional Learning Hours:

Lectures   20
Tutorials: 6
Seminars: 8
Electronic Learning: 10
Personal study/assignment preparation: 156
Total learning hours: 200

Title of Module:
Evidence-Based Practice

Module Code:	Academic Level:	Credit Tariff:
HSCP501	5	20

Subject: Health and Social Care Practice   **Start Term:** September 2018

Module Leader:

Jules Shaw, The Institute of Health and Social Care Studies.

Module Restrictions:

This Level 5 module is compulsory for all Level 5 entrants to the BA(Hons) HSCP programme. There are no pre-requisites. It is also possible to access this module for stand-alone CPD.

Module aims:

The delivery of quality health and social care is dependent on the practitioner being able to integrate their professional judgement with current best evidence. In order to do this the student requires information retrieval skills as well as the ability to critically appraise the range of evidence sources and consider its utility for practice. This module will enable you to develop these skills and integrate theory with practice.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Evaluate search strategies for information retrieval using appropriate databases
2. Critically analyse different sources of evidence with regard to their quality, ethical implications and appropriateness to inform best practice
3. Appraise research methodologies and their application to practice
4. Consider how evidence may be used to develop practice and meet service user needs.

Skills (competences):
1. Search and retrieve relevant evidence using electronic databases.
2. Identify appropriate evidence to support and develop practice
3. Critically reflect upon their skills with respect to searching, and retrieving evidence, and identifying areas for further learning and development

Syllabus:

- Searching electronic data bases
- Retrieving valid and reliable evidence
- Sources of information as a basis for practice
- Qualitative and quantitative research methodologies
- Evaluating research and other sources of information
- Implementing best evidence into practice

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

This mode of delivery will be supported with **12 hours of lectures** which will cover the main theoretical components of the module. These lectures will provide students with the opportunity to share ideas and seek additional clarification as required. In view of the fact that students may have worked through this pack at level 5, they will be given an additional help to build on their existing knowledge.

10 hours of interaction with fellow students on the Learning Pod which will enable students to share learning.

6 hours of seminar presentations will provide the students with the opportunity to share their knowledge by disseminating the key findings of the evidence they have critiqued, sharing their experiences of searching, retrieving and critiquing evidence and identifying their future learning and development needs.

170 hours of independent study will enable students to widen their knowledge through additional reading and to work on their assignment tasks.

Students will also have **2 hours of tutorials** to discuss specific issues related to the module.

Although the lectures will be shared with the students undertaking the level 5 module, the tutorials and seminars will be held separately. This will ensure that each group of students have a clear understanding of the academic requirements of their respective level of study.

Assessment Criteria:

Students will identify a topic for enquiry relevant to their field of practice and conduct a literature search to retrieve a selection of research and non-research sources of evidence relevant to this topic.

- **Task 1**

You will then write a 1,500 word critical reflection of the process of this search, identifying their key learning and areas for development. This will demonstrate achievement of Knowledge Learning Outcomes 1 and 2 and Skills Learning Outcomes 1 and 2.

- **Task 2**

You will write a 2,500-word evaluation of the literature that you have retrieved, identifying:
- the different types of evidence available,
- the key features of these types of evidence,
- a brief critique of quality of the evidence as a basis for practice.

The evidence retrieved could include qualitative and quantitative research papers, literature reviews and other forms of evidence such as articles and guidelines. This will enable you to demonstrate your understanding of the range and nature of evidence available as a basis for practice. Completion of this task will demonstrate achievement of Knowledge Learning Outcomes 2, 3 and 4, and Skills Learning Outcomes 2 and 3.

Assessment weighting:

Task 1: 25% of the overall module mark
Task 2: 75% of the overall module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed

and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Avby G, Nilsen P & Dahlgren MA (2014) Ways of Understanding Evidence-Based Practice in Social Work: A Qualitative Study. Br J of Social Work, 44, 1366-1383

Baker J, Linsley P & Kane R (2016) *Evidence-based practice for nurses and health care professionals.* 3rd edition. Sage publications.

Gerrish, K. and Lathlean, J. (2015) *The Research process in nursing.* (7th edition). Oxford: Blackwell Science.

Greenhalgh, T. (2010) *How to read a paper: the basics of evidence-based medicine*. 4th edition, London: BMJ Publishing Group.

Innis J & Berta W (2016) Routines for change: how managers can use absorptive capacity to adopt and implement evidence-based practice. J of Nursing Management, 24, pp 718-724

Mathews I & Crawford K (2011) *Evidence-based practice in social work*. Learning Matters.

Parahoo, K. (2014) *Nursing research: principles, process and issues*. (3rd edition) Basingstoke: MacMillan.

Polit, D. and Beck, C. (2017) *Nursing research: generating and assessing evidence for nursing practice.* 10th Ed. Philadelphia: Wolter Kluwer

Web sites
http://socialresearchmethods.net/ An excellent resource covering a whole range of research methods

http://www.cochrane.org/ Provides a useful overview of the work of the Cochrane collaboration

http://www.sph.nhs.uk/what-we-do/public-health-workforce/resources/critical-appraisals-skills-programme This site will take you to a range of different critical appraisal tools designed by CASP.

http://www.students4bestevidence.net/ Useful for evidence-based healthcare

Module runs:

The module is planned to run in term one for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, and Personal study
Week 2: Personal study/learning pod activity
Week 3: Classroom based learning, Personal study
Week 4: Personal study
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Personal study/learning pod activity
Week 7: Classroom based learning, and personal study
Week 8: Personal study/learning pod activity
Week 9: Classroom based learning, tutorial and Personal study
Week 10: Personal study
Week 11: Personal study
Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.
Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Lectures:	12
Learning Pod activity:	10
Tutorials:	2
Seminars:	6
Personal study/assignment preparation:	170
Total learning hours:	**200**

Title of Module:
Health Promotion Policy and Practice

Module Code:	Academic Level:	Credit Tariff:
HSCP512	5	20

Subject: Health and Social Care Practice

Start Term: March 20193

Module Leader:

Brenda Munro, The Institute of Health and Social Care Studies. Tel. 707496

Module Restrictions:

This is an optional module within the BA (Hons) HSCP pathway. There are no pre-requisites. It is also possible to access this module for stand-alone CPD. Students who have undertaken this module at level 6 (HSCP612) may not study it at level 5.

Module Aims:

Promoting health is a central concept of all health organisations locally, nationally and worldwide in ensuring optimal health for all. Locally, policy drivers including Guernsey's 20:20 Vision, and the HSC Business Plan 2016. Health and social care professionals have health promotion as a core aspect of their work within a range of settings. To develop services in line with these reforms, students should understand the political, social and organisational influences in order to inform stakeholders, enabling them to develop their practice.

The module will explore the relevance of health promotion interventions in a range of settings and enable you to identify and evaluate health promotion interventions in practice.

Module Learning Outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Interpret the theories, definitions and concepts underpinning health promotion and health education, with a particular focus on the social determinants of health.
2. Critique the political, professional and ethical issues which influence health promotion in practice.
3. Appraise a current health promotion intervention and present it to their peers.

Skills (competences):
1. Write a report promoting the use of the health promotion intervention, including epidemiology, identified need and interventions.
2. Demonstrate leadership skills in relation to assessing health needs and identifying areas for service improvement.
3. Work with your peers to discuss ideas for health promotion interventions.

Syllabus:

- Political aspects including government policies and strategy (local and national).
- Development of health promotion, public health and the contemporary health care agenda: Guernsey's 20:20 Vision, and the Bailiwick's HSC Business Plan 2016.
- National UK and global perspectives- World Health Organisation, Public Health England, NICE
- Overview of key health promotion definitions and concepts.
- Models of behavioural change
- Theories and models of health promotion.
- Planning, implementing and evaluating health promotion interventions.
- Social and cultural diversity.
- Contemporary challenges in health promotion practice

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

A variety of teaching learning methods will be used to deliver the content of this module. Students will access a series of **tutorials and fixed resource sessions** which focus on the core content of the module. In addition, students will be set a series of **self-directed activities** to enable them to contribute to the key discussions and analysis of contemporary health promotion practice.

13 hours of lectures and facilitated activity will provide students with the theory related to the learning outcomes of the module. The lectures will include guest speakers from professions identified by the students to inform their understanding of professional roles.

18 hours of seminars will provide opportunity for students to work together to share and reflect upon issues identified with regard to their work areas. The seminars will also

provide opportunity for the students to work - on common health promotion issues arising from their individual investigations.

15 hours of work-based learning will enable students to meet with their colleagues to capture their views of how different interdisciplinary team members contribute to health promotion.

The **4 hours of tutorials** will be used to bring the students together to share and discuss issues related to their work-based learning and group activity. Tutorial and group support will also be available through an e-learning environment.

The **150 hours of independent study** will enable the students to deepen their knowledge of the module content as well as prepare for their assessed work.

Assessment Criteria

You will be required to identify an area of health promotion, using epidemiological data that you wish to evaluate in terms of quality and efficacy, and related to local and national strategies. You will be required to:

Task 1:
- Prepare and deliver a 10-minute presentation to one's peers, which will appraise an existing health promotion intervention, which is preferably relevant to your area of practice. This will address Knowledge Learning Outcome 3 and Skills Learning Outcome 3.

- **Task 2:**

Write a **3,000 word report** promoting and evaluating the use of the intervention in practice. This will address Knowledge Learning Outcomes 1, 2, 3 and Skills Learning Outcomes 1 and 2.

Assessment Weighting:

Task 1: 25% of the total module mark
Task 2: 75% of the total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.

Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Bridgman S (2011) *112th Annual Bailiwick of Guernsey MOH/DPH/CMO Report for year 2010/11. Special theme 'Prevention of Child Maltreatment'.* Guernsey: States of Guernsey

Department of Health (2006) *Our health, our care, our say*. London: HMSO (online)

Department of Health (2007) *Partnerships for Better Health*. London: HMSO (online)

Department of Health (2010) *Healthy Lives: Healthy People*. London: HMSO (online)

Edberg, M. (2015) *Essentials of Health Behaviour: social and behavioural theory in public health.* Sudbury, Massachusetts: Jones and Bartlett

Health and Social Services Department (2011) Future 2020 Vision of the Health and Social Services System available from www.gov.gg

Hubley, J. and Copeman, J. (2013) *Practical Health Promotion*. Cambridge: Polity Press

Mitcheson, J. (2008) *Expanding Nursing and Health Care Practice: Public Health Approaches to Practice*. London: Nelson Thornes. Reference copy only.

Naidoo, J. and Wills, J. (2016*) Foundations for Health Promotion (4th Edition).* London: Balliere Tindall

Piper S (2009) *Health Promotion for Nurses theory and practice*. London: Routledge

Scriven, A. (2012) *Health Promotion Settings: principles and practice*. London: Sage

Scriven, A. (2010) *Promoting Health: a practical guide (6th Edition)*. London: Bailliere Tindall

States of Guernsey (2011) *Future 2020 Vision of the Health & Social Services System.* Health & Social Services Department. (In the quiet room)

States of Guernsey (2016) *Health & Social Services Business Plan 2016*.

Thorogood, J. and Coombes (2010) *Evaluating Health Promotion Practice and Methods*. Oxford University Press

Whitehead, D and Irvine, F. (eds) (2010) *Health Promotion and Health Education in Nursing.* Basingstoke: Palgrave Macmillan

World Health Organisation (2017) *9th Global Conference on Health Promotion, Shanghai, 2016.* http://www.who.int/healthpromotion/en/

International Journal of Health Promotion & Education"

Module Runs:

The module is planned to run in Year 2, Term 3.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, and Personal study
Week 2: Classroom based learning, Personal study
Week 3: Classroom based learning, and Personal study
Week 4: Personal study
Week 5: Classroom based learning and Personal study
Week 6: Personal study
Week 7: Personal study
Week 8: Classroom based learning, tutorial and Personal study
Week 9: Personal study
Week 10: Assessed seminar presentations
Week 11: Personal study
Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies. Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning:
Lectures:	13
Seminars:	18
Tutorials:	4
Work based Learning:	15
Personal study/assignment preparation:	150
Total learning hours:	**200**

Title of Module:
Team Working in Health and Social Care

Module Code:	Academic Level:	Credit Tariff:
HSCP521	5	20

Subject: Health and Social Care Practice

Start Term: September 2018

Module Leader:

Judy Moore, The Institute of Health and Social Care Studies.

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. There are no pre-requisites. It is also possible to access this module for stand-alone CPD.
This module cannot be undertaken by students who have completed the Level 6 A63 'Team Working within Health and Social Care' module.

Module aims:

Working collaboratively in teams with professional colleagues is recognised as essential to achieving best outcomes for effective delivery of health and social care, focused upon service user needs. The aim of this module is to provide an opportunity for students to analyse the underpinning principles and theories of working within teams and demonstrate application to practice.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Analyse the theory relating to team dynamics, power relationships, team culture and communication in the work place setting.
2. Analyse their own role and responsibilities and those of their professional and interprofessional team.
3. Critically discuss how best practice can be achieved through team work.

Skills (competences):
1. Work effectively in a team
2. Critically evaluate how your team meets the needs of your service users
3. Make recommendations to improve team working in practice
4. Self-evaluate your own contribution to team/collaborative working.

Syllabus:

- Local and national policies and professional standards
- The central concept of fulfilling service user needs as the focus of health and social care team working.
- Concepts of inter professional team working, enhancing and changing professional roles and boundaries.
- Learning from previous failures in care (i.e. serious case reviews).
- Theories of individual team roles
- Theories of team working, enhancing communication and managing change.
- Understanding and resolving conflicts within teams and the consequences for the staff and the service users if this is not implemented

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

11 hours of lectures/classroom-based activities during which the students will explore the concept of teams and inter professional working to meet the service user's needs.

4 hours of work based learning where the students will explore the service user's experience of their team using various methods.

6 hours of tutorials to support the students to undertake preparation for their assignments

6 hours of workshops where students will share their progress and evaluations on the service user's experiences**.**

6 hours of seminars where students will present to the others in the class their findings re service users' experience

12 hours of electronic learning accessing material and participating on forums within the learning pod and other social media

161 hours of independent study during which students will access relevant literature, undertake their service evaluation, and prepare their assignment tasks for submission.

Assessment Criteria:

You will be required to identify an area of practice you wish to evaluate in terms of quality, service user outcomes, safety or performance. You will be required to undertake the following tasks:

●   **Formative Task:**

You will evaluate service user experience of the care and support provided by your team. Working with your fellow students you will then prepare a group presentation which will justify the methods of evaluation you utilised; identify your key findings including areas of commonality and difference; and make recommendations for improvement in team working in your own and your colleagues' practice areas. Following the presentation you will provide formative feedback to your peers.

● **Summative Task 1:**

You will write a 1,000 word reflection on undertaking the formative group activity. You will evaluate your contribution to your team working, and that of your peers in preparation for this task and identify your learning, making recommendations for how you can improve your team working skills in future. This will assess achievement of skills learning outcomes 1 and 4.

● **Summative Task 2:**

You will write a 3,000 word essay that will appraise the concept of teamwork within the context of health and social care. You will also analyse your own role and responsibilities and those of your fellow team members, considering these in relation to theories relating to team dynamics, power relationships, culture and communication in the work place setting. You will make recommendations to enhance team working and inter professional collaboration at a departmental level. This essay may be written in the first person. This will assess achievement of knowledge learning outcomes 1, 2, 3 and skills learning outcomes 2 and 3.

Assessment weighting:

Task 1: 25% of total module mark
Task 2: 75% of total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below. Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Baumeister,H. Becker,S.Korner,M. Lippenberger, C. Muller,C. Reichler,L. and Rundel,M (2016). Knowledge integration, teamwork and performance in health care, *Journal of Health Organisation and Management*. Vol 30:2. pp227-243.

Challis,D.J Jasper,R. Verbeek,H. Wilberforce,M. (2016) Multi- Agency working and implications for care managers, Journal of Integrated Care, Vol 24 Issue:2, pp.56-66

Crawford, K. (2012) *Interprofessional collaboration in social work practice*. London: Sage.

Evens,J.M and Ross Baker,G (2012). Shared mental health models of integrated care: aligning multiple stakeholders persepctives. *Journal of Health Organisation and Management* Vol 26:6 pp 713- 736.

Goodman, B. and Clemow, B. (2010) Nursing and collaborative practice: a guide to interprofessional learning and working. Exeter: Learning Matters.

Gopee, N and Galloway, J. (2009). *Leadership and management in healthcare.* London: Sage

Jacob J, Boshoff K, Stanley R, Stewart H, and Wiles L. (2017) *Interprofessional collaboration within teams comprised of health and other professionals: a systematic review of measurement tools and their psychometric properties*. The Internet Journal of Allied Health Sciences and Practice. Vol 15(2).

Jelphs, K., Dickinson, H., and Markiewicz. L. (2008). *Working in teams.* Bristol: Policy Press

Kailisch, BJ., Weaver, SJ and Salas, E. (2009) What does nursing teamwork look like? A qualitative study. *Journal of Nursing Care Quality.* Vol 24:4 pp 298-307.

Mangan,C. Miller,R. and Ward,C (2015) Knowing me, knowing you: Interprofessional working between general practice and social care. *Journal of Integrated Care* Vol 23: 2 pp62-73.

McCray, J. (ed.) (2009) *Nursing and multi-professional practice*. London: Sage.

McCray,J. Palmer,A. Chmiel,N. (2016), Building Resilience in Health and Social Care teams. *Personnel Review* Vol. 45:6 pp 1132-1155.

Minkman,M.(2016)The development model for Integrated Care: A validated tool for evaluation and development . *Journal of Integrated Care* Vol.24:1 pp 38-52.

Morris, K. (2008) *Social work and multi-agency working: making a difference*. Bristol: The Policy Press.

Reed, A. (2011) *Nursing in partnership with patients and carers*. Exeter: Learning Matters.

Reed, E., Cullen, A., Gannon, C, Knight, A. and Todd, J. (2017). Use of Schwartz Centre Rounds in a UK hospice: Findings from a longitudinal evaluation. *Journal of Interprofessional Care.* Vol 29: 4. PP 365 – 366

Thylefors,I.E.C and Persson,O (2014). The more the better?:Exploring vertical and horizontal leadership in cross-professional health teams. *Leadership in Health Services*. Vol 27:2 pp 135-149.

Wallace, C and Davies, M. (2009). *Sharing assessment in health and social care: a practical handbook for interprofessional working.* London: Sage

West,M.A and Lyubovnikova,J. (2013) Illusions of team working in health care. *Journal of Health Organisation and Management.* Vol. 27:1. pp134-142

World Health Organisation. (2010). *Framework for Action on Interprofessional Education and Collaborative Practice*.
http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf

Websites

Centre for the Advancement of Interprofessional Education (CAIPE)
https://www.caipe.org/

Chartered Institute of Personnel and Development. Available at
http://www.cipd.co.uk/cipd-hr-profession/about-us/

Emerald Management first: (accessed via the IHSCS library web page). Available at
http://first.emeraldinsight.com/index.htm?PHPSESSID=fpl4o5s2iiso1keh29s7fd4bd7&

NHS leadership academy. Available at http://www.leadershipacademy.nhs.uk/

E-Bulletin Lists

'National Elf Service'. Enables you to keep up to date with the latest health and social care research. Sign up to a list at www.nationalelfservice.net/

'Eyes on Evidence': The National Institute for Health and Care Excellence (NICE) issues a monthly e-bulletin **Eyes on Evidence** which covers interesting new evidence .It includes an explanation about what it means for current practice. To receive the e-bulletin go to https://www.nice.org.uk/.

Module runs:

The module is planned to run in Term 1 **(**September start) for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, Electronic Learning and Personal study
Week 2   Worked based Learning and Personal study
Week 3: Classroom based learning, electronic study Personal study
Week 4:   Personal study
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Workshops and Personal study
Week 7: Electronic learning, and personal study
Week 8:   Classroom based learning Electronic learning and Personal study
Week 9: Electronic learning, and Personal study
Week 10: Group tutorials and Personal study
Week 11: Electronic learning and Personal study
Week 12: Personal study

Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.
Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning:	11
Workshops:	6
Seminars:	6
Tutorials:	11
Work based Learning:	4
Electronic Learning:	12
Personal study/assignment preparation:	161
Total learning hours:	**200**

Title of Module: **Anaesthetic Practice**	**Module Code:** HSCP614	**Academic Level:** 6	**Credit Tariff:** 40

Subject: Health and Social Care Practice

Start Term: September 2018 to March 2019

Module Leader:

Tracey McClean, The Institute of Health and Social Care Studies.
Dawn Barclay, The Institute of Health and Social Care Studies.

Module Restrictions:

This is an optional module within the BA (Hons) HSCP. It is also possible to access this module for stand-alone CPD.

Module aims:

The Royal College of Anaesthetists (RCA) state that 'trained assistance for the anaesthetist must be provided wherever anaesthesia is administered' (RCA 2010). This module is intended to prepare theatre-based registered nurses to undertake the role of an Anaesthetic Nurse, who as competent practitioners, will work with an anaesthetist to maintain the safety and well-being of individuals receiving an anaesthetic. It will also enable Operating Department Practitioners to extend their skills and knowledge in their role.

Module learning outcomes:

Completion of the module will enable you to:

   Knowledge (understanding):
1.   Critically appraise and assess the holistic needs of the individual patient as they progress through the peri-operative journey under local, general or regional anaesthetic.
2.   Critically apply a contemporary evidence base to practice; recognising the need to include the patient perspective and the professional judgement of the wider surgical team in the decision-making process.

3. Critically appraise the assessment, planning, implementation and evaluation of the care provided to meet patient needs and make recommendations for improvement in service.

Skills (competences):
1. Demonstrate the achievement of 10 core general competencies and 6 specialist specific competencies related to the assistance of the administration of anaesthetic through the development of a practice portfolio
2. Ability to maintain a safe environment which meets regulatory standards, protects the dignity of the patient and supports a culture of learning
3. Critically reflect on practice.

Syllabus:

- Preparing patients for surgery, providing holistic care during the perioperative journey, care of the patient in an emergency.
- Principles of anaesthesia – including common procedures, airway management, pharmacology and drug administration, fluid management, maintaining safety, equipment checks and maintenance.
- Anaesthesia in specialist areas including obstetrics, ENT, cardiac, thoracic, neurosurgery, paediatrics, maxillo-facial, burns.
- Anaesthesia in remote locations.
- Transferring patients.
- Core competencies for Anaesthetic Assistants (NHS Education for Scotland, 2011). The students will be expected to achieve the 10 core general competencies detailed in the document and 5 of the speciality specific core competencies.
- Competence within the specialist field of laparoscopic surgery.

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

18 hours of lecture/classroom based teaching will be delivered in 3 hourly sessions every month during the protected 'academic half day'. This will be theory-based to provide some of the module content.

This will be further supported with a **structured workbook** which will take a further 54 hours to complete.

200 hours of supervised practice will involve the student working directly alongside a suitably qualified mentor, consultant anaesthetist and other occupationally competent professionals. These individuals will be responsible for teaching the student practice-based skills and assessing their competence.

In addition the student needs to be facilitated to undertake **a minimum of 200 additional hours of work-based learning** as part of their usual role in the department. This will enable them to be exposed to opportunistic learning and other experiences which will contribute to the achievement of the competencies.

A further **6 hours of tutorials** will provide an opportunity for the students to meet with a member of lecturing staff to discuss their learning to date.

Assessment Criteria:

- **Task 1:**

A portfolio which will consist of a practice assessment document detailing the **achievement of the 16 competencies and 4000 words of reflective writing**. The portfolio will showcase your ability to work as a competent practitioner when both assisting with the administration of anaesthesia and providing the subsequent care required by the patient during the rest of the peri-operative journey. This will assess Knowledge Learning Outcome 3, and Skills Learning Outcomes 1, 2 and 3.

- **Task 2:**

A **3000 word care study** (40% of the total module mark) which will provide the student with the opportunity to demonstrate their ability to apply the content of the module to the care of an identified group of patients and to consider how their holistic needs are met during the peri-operative phase. This will assess Knowledge Learning Outcomes 1,2 and 3 and Skills Learning Outcome 3.

Assessment weighting:

Task 1: 60% of total module mark
Task 2: 40% of total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below. Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable

you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Davey, A. J. and Diba, A. (2012) *Ward's anaesthetic equipment* 6th edition. London: WB Saunders.

NHS National Patient Safety Agency (2010) *'How to guide' Five steps to safer surgery* available from: http://www.patientsafetyfirst.nhs.uk/ashx/Asset.ashx?path=/How-to-guides-2008-09-19/NRLS-1291-How_to_guide_fi~urgery-2010.12.20-v1%5B1%5D.pdf

Peck, T. E. and Hill, S. (2008) Pharmacology *for Anaesthesia and Intensive Care* 3rd Edition. Cambridge, Cambridge University press.

Pollard, B. (2011) *Handbook of Clinical Anaesthesia,* 3rd edition, USA: Taylor and Francis Group

Rang, H. P., Dale, M., Ritter, J. M., Flower, R. J. and Henderson, G. (2012) *Rang and Dale's Pharmacology* 7th edition. Edinburgh: Churchill Livingstone.

Smith, T., Pinnock, C., Lin, T. and Jones, R. (2009) *Fundamentals of Anaesthesia* 3rd edition. Cambridge, Cambridge University Press.

The Association of Anaesthetists of Great Britain and Ireland [AAGBI] (2004) *Checking anaesthetic equipment* 3, London, AAGBI.

World Health Organisation (2009) *World Alliance for Patient Safety: The Second GlobalPatient Safety Challenge: Safe Surgery Saves Lives*, Geneva, World Health Organisation. Available from: http://www.who.int/patientsafety/safesurgery/knowledge_base/SSSL_Brochure_finalJun08.pdf

Further Reading:
Al Shaikh, B. and Stacey, S. (2007) *Essentials of anaesthetic equipment*. 3rd Edition. Edinburgh: Churchill Livingstone.

Appadu, B. and Vaidya, A. (2008) *Monitoring techniques: neuromuscular blockade and depth of anaesthesia*. Anaesthesia and intensive care medicine 9(6): 247-250.

Beecroft, C. and Davies, G. (2010) *Systemic toxic effects of local anaesthesia*. Anaesthesia and Intensive Care Medicine 11 (3): 98-100.

Calder, I. and Pearce, A. (2010) *Core Topics in Airway Management*, 2nd edition, Cambridge: Cambridge University Press

Columb, M. and Ramsaran, R. (2010) *Local anaesthetic agents*. Anaesthesia and Intensive Care Medicine 10 11 (3): 113-117.

Dale, M. C. and Checketts, M. R. (2010) *Complications of regional anaesthesia*. Anaesthesia and Intensive Care Medicine 11 (3): 85-88.

Everett, T. and Tattersall, M. (2010) *Maintenance of anaesthesia*. Anaesthesia and Intensive care Medicine 11(10): 413-417.

Fischer, B. (2009) *Techniques of epidural block*. Anaesthesia and Intensive Care Medicine 10 (11): 552-556.

Hampton, J. R. C. (2013) *The ECG made easy*. 8th Edition. Edinburgh: Churchill Livingstone.

Hool, A. J. and Kitson, R. M. (2010) *Induction of anaesthesia*. Anaesthesia and Intensive Care Medicine 11(1): 25-31.

Hopkins, P. M. (2008) *Malignant hyperthermia*. Anaesthesia and intensive care medicine 9(6): 244-246.

Knipe, M. and Levy, D. (2010) *General anaesthesia for operative obstetrics*. Anaesthesia and Intensive Care Medicine 11 (8): 310-312.

Pedersen, T. Dyrlund Pedersen, B. and Møller, A. M. (2007) *Pulse oximetry for perioperative monitoring*. Cochrane Database of Systematic Reviews 2007(2).

The Association of Anaesthetists of Great Britain and Ireland (2007) *Recommendations for standards of monitoring during anaesthesia and recovery*. London, AAGBI.

The Association of Anaesthetists of Great Britain and Ireland (2007) *Peri-operative management of the morbidly obese patient*. London, AAGBI.

Toi, G. and Palmer, J. (2010) *Principles of mechanical ventilation*. Anaesthesia and Intensive Care Medicine 11 (4): 125-128.

Waring, J., Harrison, S. and MacDonald, R. (2007) *A culture of safety or coping? Ritualistic behaviours in the operating theatre*. Journal of Health Services Research and Policy 12 (Suppl 1 April 2007) S1:3-S1:9.

Washington, S.J. and Smurthwaite, G. J. (2009) *Positioning the surgical patient*. Anaesthesia and Intensive Care Medicine 10 (10): 476-479.

Module runs:

The module is planned to run in Terms 2 and 3 (December start). As this module is designed to meet the specific needs of a service area it will run on demand.

Indicative Timetabling/Learning Pod:

To be arranged in collaboration with practice to meet service needs. The module will run over a 24 week period.

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.
Supervised practice will take place in the Princess Elizabeth Hospital Surgical Department.
Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning:	18
Workbook:	54
Supervised practice:	200
Work-based learning:	200
Tutorials:	6
Personal study/assignment preparation:	122
Total learning hours:	**600**

Title of Module: Dissertation

Module Code:	Academic Level:	Credit Tariff:
HSCP602	6	40

Subject: Health and Social Care Practice

Start Term: December 2018

Module Leader:

Judith Moore, The Institute of Health and Social Care Studies.

Module Restrictions:

This is a mandatory module within the BA (Hons) HSCP programme. Students will have completed 200 credits at level 6 prior to starting this module. It is required that students undertaking this module will have completed HSCP601 'Evidence Based Practice' or have been granted RPL of an equivalent module from another programme of study.

Module aims:

To provide the student with an opportunity to demonstrate 'graduateness' by means of successful completion of a substantial piece of academic work. Completing the work will enable the student to demonstrate through a systematic appraisal of the literature, a sound understanding of research methodology and the ability to make recommendations for education and practice through synthesis of the findings.

Module learning outcomes:

On completion of this module you will be able to:

Knowledge (understanding):
1. Critically evaluate the quality of the literature and research material relating to a particular aspect of practice.
2. Synthesise information from a variety of sources to inform practice
3. Consider the wider political, strategic, ethical and professional dimensions related to that aspect of practice.

Skills (competences):
1. Demonstrate the ability to conduct a systematic search of the literature.
2. Reflect upon individual learning and development during the process of conducting this review.
3. Present the findings of the literature search in the form of a dissertation.

Syllabus:

- Review of research approaches, paradigms, methodologies and methods
- Information searching and retrieval
- Critical appraisal skills
- Matrix method of literature reviews
- Writing and presenting dissertations
- Revision of statistics

Teaching and Learning Strategies:

The module will be delivered over a 24-week period using the following proposed teaching methods:

10 hours of lectures/classroom-based activities/ group tutorials during which the student will explore the key concepts and discuss the development of a dissertation.

7 hours of individual tutorials with a designated supervisor to support the students to complete their dissertation

6 hours of electronic learning accessing materials and participating in forums on the module Learning Pod site to facilitate peer learning and support.

377 hours of independent study during which students will access relevant literature, undertake their service evaluation, and prepare their assignment tasks for submission.

Assessment Criteria:

Students will be required to identify an area of practice they wish to evaluate in terms of quality, service user outcomes, safety or performance. They will be required to complete:

- A dissertation of between 8,000 and 10,000 words, which will be in the form of a literature review.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is

expected that assignment reference lists will reflect the range of reading carried out. Searching the [Institute library catalogue](#) will give you access to the full range of printed and electronic books available, and searching the EBSCO [e-library databases](#) will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Aveyard, H. (2010) Doing a literature review in health and social care: a practical guide. 2nd Edition. Maidenhead: McGraw-Hill Open University Press

Caldwell, K., Henshaw, L. and Taylor, G (2011) Developing a framework for critiquing health research: an early evaluation. *Nurse Education Today* Vol. 31 (8), pp. e1-7

Crookes, P. and Davies, S. (2004) *Research into practice. Essential skills for reading and applying research in nursing and healthcare.* 2nd Edition. Edinburgh: Balliere Tindall

Garrard, J. (2014) *Health sciences literature review made easy: the matrix method* 4th Ed Burlington: Jones and Bartlett Publishers

Klopper, R., Lubbe, S. and Rugbeer, H. (2007) The Matrix Method of literature review Alternation Vo. 14 No.1 Available from: http://uir.unisa.ac.za/bitstream/handle/10500/3002/Klopper%20et%20al%20Alternation%2014%20.doc.pdf?sequence=1 [Accessed 7th June 2017]

Polit, D.F. and Beck, C.T. (2014) *Essentials of nursing research: appraising evidence for nursing practice* 8th Ed Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins

Module runs:

The module will run as required by the students during the programme.

Indicative Timetabling/Learning Pod:

Although each student will be allocated a supervisor, they will be expected to lead the dissertation process. This not only fosters independent learning but ensures that the student truly 'owns' the work. In addition group tutorials will be used to share ideas and the key findings that have arisen from the dissertation process.

Week 0: Classroom based learning to launch dissertation proposal (term prior to starting module)

Week 1: Classroom based learning, Personal study

Week 2: Classroom based learning, Personal study

Week 3: Classroom based learning, Personal study

Week 4: Electronic learning and Personal study

Week 5: Personal study

Week 6: Electronic learning and Personal study

Week 7: Classroom based learning, tutorial and Personal study

Week 8: Electronic learning and Personal study

Week 9-24: Personal study and 6 tutorials

Week 25: Dissertation submission

All classroom based learning and tutorials will be delivered at the Institute of Health and Social Care studies.

Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Students will be allocated to supervisors by the Course Management team.

Notional Learning Hours:

Classroom based learning: 10
Tutorials: 7
Electronic Learning: 6
Personal study/assignment preparation: 377
Total learning hours: 400

Title of Module:
End-of-life Care

Module Code:	Academic Level:	Credit Tariff:
HSCP61 1	6	20

Subject: Health and Social Care Practice   **Start Term:** November 2018

Module Leader:

Ann Marie Ferbrache, The Institute of Health and Social Care Studies
Liz Dorey, Guernsey Health and Social Care Services

Module Restrictions:

This is an optional module within the BA (Hons) HSCP, There are no pre-requisites. It is also possible to access this module for stand-alone CPD. This module cannot be undertaken by students who have completed Level 5 HSCP511 'End of Life Care'.

Module aims:

In the UK someone dies every minute – representing almost 530,000 in 2015 (ONS). This module is for all registered health and social care staff who support people with life-limiting conditions such as heart failure, cancer and frailty. Caring for patients/service users with these conditions presents many challenges, such as establishing what people want at the end of their lives and actually delivering it within the resources that are available.

Using the key end-of-life care policy documents this module will encourage students to develop their existing knowledge and understanding of contemporary end-of-life care provision. This will include the holistic assessment of patients/service users and their families, transitions in care and the last days of life.

There will be input from patient / service users and the use of case scenarios in order to examine the care from their perspective. There will also be a consideration of resilience from both a patient's perspective and the student's own. Through a series of interactive sessions facilitated by both local and visiting practitioners, reflection and analysis will be used to explore evidence-based strategies. This will enable you to develop creative approaches to caring for people who are dying, and those important to them within the practice area.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Critically appraise the philosophy and development of end-of-life care provision including the social and political trends affecting clinical practice
2. Critically analyse the concepts of wellbeing and resilience and determine how they can be fostered both in patients and themselves.
3. Debate the ethical and legal issues that influence palliative care symptom management
4. Critically appraise the challenges associated with the provision of end-of-life care and the strategies available for service improvement.
5. Determine the role of the individual practitioner in providing holistic evidence-based care to meet the needs of patient/service users with life-limiting illnesses and those important to them

Skills (competences):
1. Demonstrate self-reflection, interprofessional working and holistic assessment in caring for the dying patient or client
2. Prepare of a poster presentation to inform colleagues regarding aspects of care

Syllabus:
- Death and dying in contemporary society
- Evidence-based practice
- Communication
- Holistic assessment and symptom management
- Carer support
- Transitions in care
- Psychosocial care
- Emotional resilience
- Care during the last days of life
- Legal and ethical issues

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

28 hours of lectures will provide students with the theory related to the outcomes of the module. The lectures will be facilitated by both local and visiting practitioners.

An electronic learning package will take approximately **10 hours to complete part one** will enable students to reflect on their own experiences of caring for people at the end of their lives. **Part two** will enable the student to consider the legal and ethical issues that impact on the patient/service users.

8 hours of seminars will provide the opportunity to have facilitated reflection on the knowledge and emotions created by completing the electronic learning package.

5.5 hours of tutorials will be used for students to discuss specific issues that have occurred during practice.

148 hours of independent learning will enable students to deepen their knowledge of the module content as well as prepare for their assessed work.

Assessment Criteria:

You will be required to carry out two tasks.

- **Task 1:**

The first task will require you to write a **3000 word** structured reflection that analyses the assessment of an individual's holistic needs, and the symptoms that require intervention. You will also consider the concept of resilience, and how legal and ethical issues impact on your practice. This will enable you to meet Knowledge Learning Outcomes 2, 3, 4 and 5, and Skills Learning Outcome 1.

- **Task 2:**

The second task is to produce **a poster presentation** that critically analyses the care given to a group of patient/service users with end-of-life care needs in your own practice area. You will be expected to propose an initiative which will contribute to service improvement for this patient/service user group. This will enable you to meet Knowledge Learning Outcomes 1 and Skills Learning Outcomes 1 and 2.

Assessment weighting:

Task 1: 75% of the total module mark
Task 2: 25% of the total module mark.

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below. Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Brown, M. (2016) *Palliative Care in Nursing and Healthcare* London: Sage Publication

Department of Health (2008) *End-of-life Care Strategy. Promoting high quality care for adults at the end-of-life.* London: Department of Health

Dickman, A. and Schneider, J. (2016) *the syringe driver: Continuous subcutaneous infusions in palliative care.* (4th Edn) Oxford: Oxford University Press

General Medical Council (2013), Treatment and care towards the end-of-life: good practice in decision making at:
http://www.gmc-uk.org/guidance/ethical_guidance/end_of_life_care.asp [Accessed 23/03/2017]

Gold Standards Framework. Available at: http://www.goldstandardsframework.org.uk/ [Accessed 23/03/2017]

Gomes, B. and Higginson, I.J. (2008) *Where people die (1974-2030): past trends, future projections and implications for care*. Palliative Medicine, 22, 1, 33-41.

Hanks, G., Cherry, N. I., Christakis, N. A., Fallon, M., Stein, K. and Portenoy, R. K. (2010) *Oxford Textbook of Palliative Medicine* (4th edn) Oxford: Oxford University Press

Leadership Alliance for the Care of Dying People (2014). *One Chance to Get it Right: Improving people's experience of care in the last few days and hours of life* at: https://www.gov.uk/government/publications/liverpool-care-pathway-review-response-to-recommendations [Accessed 23/03/2017]

Lloyd-Williams M. (ed.) (2008) *Psychosocial issues in palliative care.* Oxford: OUP

National Palliative and End-of-life Care Partnership (2015). *Ambitions for Palliative and End-of-life Care: A national framework for local action 2015-2020* at: http://endoflifecareambitions.org.uk/ [Accessed 23/03/2017]

Neuberger, J. (2013) *more care less pathway: A review of the Liverpool Care Pathway.* https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/212450/Liverpool_Care_Pathway.pdf [Accessed 04.02.14]

Nicol, J. and Nyatanga, B. (2016) *Palliative and End-of-life Care in Nursing* London: Learning Matters

Office for National Statistics (2015). *National Survey of Bereaved People (VOICES)* at: https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthcaresystem/bulletins/ nationalsurveyofbereavedpeoplevoices/previousReleases [Accessed 23/03/2017]

Payne, S., Seymour, J. and Ingleton, C. [Eds.] (2008) *Palliative Care Nursing. Principles and Evidence for Practice.* (2nd edn). Maidenhead: Open University Press

Randall, F. and Dowie, R.S. (2009) *Palliative Care Ethics. A Good Companion.* Oxford: Oxford University Press

Royal College of Nursing (2015), *Getting it right every time: Fundamentals of nursing care at the end-of-life* at: https://www.rcn.org.uk/professional-development/publications/pub-004871 [Accessed 23/03/2017]

Twycross, R. and Wilcock, A. (2016) *Introducing Palliative Care 5th edn* Oxford: Oxford University Press

Woodhouse, J. and Baldwin, A. (2011) *Key concepts in palliative care.* London: Sage

Patients' lived experience:

Hunniford, G. (2006) *Next to you.* London: Penguin

Moyes, J. (2012) *"Me before you"* London: Penguin

Module runs:

The module is planned to run in year 1, term 2 (September start).

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, Electronic Learning and Personal study
Week 2: Electronic Learning and Personal study
Week 3: Classroom based learning, Personal study
Week 4: Electronic Learning and seminars
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Electronic learning and Personal study
Week 7: Classroom based learning, and personal study
Week 8-12: Personal Study
Week 13: Assignment submission

Notional Learning Hours:

Lectures:	10
Seminars:	8
Tutorials:	6
Electronic Learning:	10
Personal study/assignment preparation:	156
Total learning hours:	**200**

Title of Module:
Evaluating Quality in Health and Social Care

Module Code:	**Academic Level:**	**Credit Tariff:**
HSCP623	6	20

Subject: Health and Social Care Practice   **Start Term:** March 2019

Module Leader:

Jules Shaw, The Institute of Health and Social Care Studies.

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. There are no pre-requisites. It is also possible to access this module for stand-alone CPD.

Module aims:

The delivery of safe and effective health and social care is dependent on constantly monitoring quality and identifying potential practice development. This module aims to enable students to develop leadership skills in relation to evaluating quality of service provision and identify areas for potential service development within the contexts of health and social care. You will gain insight into those structures and processes used to evaluate and improve the quality of services, and utilise these processes to evaluate an aspect of service provision within your own sphere of practice.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Critically explore the concept of quality within the context of health and social service provision.
2. Critically analyse the role of measurement of quality in clinical or service governance.
3. Critically appraise the centrality of capturing service user experience in the evaluation and improvement of health and social care provision.

Skills (competences):
1. Utilise quality m easurement tools to critically evaluate an area of practice to identify how effectively it meets local, national and international evidence based best practice
2. Prepare a management report to present the findings of a quality evaluation.
3. Critically reflect on the experience of conducting a quality evaluation.

Syllabus:

● Governance in health and social care
● International, national and local perspectives of quality in health and social care
● The role of the health and social care professional in leadership of quality improvement
● Quality measures and their application to practice
● Methodologies used to collect and analyse evaluative data to review effectiveness and safety of service provision
● Investigation of service failure, for example root cause analysis
● Service user involvement in the evaluation of care provision
● Using evaluation to identify areas for service improvements
● Leadership skills utilised to facilitate quality improvement
● Writing a management report.

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

12 hours of lectures/classroom-based activities during which the student will explore the concept of quality within the health and social care context. Students will also consider the role of the practitioner as a leader in measuring and improving quality, methods of quality measurement and analysis, and service user involvement in quality management.

2 hours of work based learning when the student will canvas the views of service users and colleagues to evaluate service provision in their area of practice.

4 hours of tutorials to support the students to complete their service evaluation and prepare their assignments.

5 hours of workshops when students will share their progress and results of their evaluation with their fellow learners, module team and a service user, and receive

formative peer feedback. This will facilitate development of skills in team working, debate and providing formative feedback to their colleagues. It will also familiarise them with the positive contribution that can be made by service users.

6 hours of electronic learning accessing materials and participating in forums on the module Learning Pod site to facilitate peer learning and support.

171 hours of independent study during which students will access relevant literature, undertake their service evaluation, and prepare their assignment tasks for submission.

Assessment Criteria:

You will be required to identify, and using appropriate evaluation methods, review an area of practice in terms of quality, service user outcomes, safety or performance. You will then write the following assignments:

- **Task 1:**

Write a **1,500 word report** which provides the rationale for choice of topic and methodology utilised; analyses the outcomes; and makes recommendations for practice. This will determine the achievement of Skills Learning Outcomes 1 and 2.

- **Task 2:**

Write a **2,500 word critical reflection** on the evaluation process you have undertaken. To justify your choice of evaluation methodology you will explore the concept and role of measurement of quality in relation to the organisation's governance requirements. You will also appraise the centrality of capturing service user experience within this process. The skills and tools utilised will be critically evaluated, and areas for future personal development identified. This will determine your achievement of Knowledge Learning Outcomes 1, 2 and 3, and Skills Learning Outcome 3.

Assessment weighting:

Task 1: 25% of the total module mark
Task 2: 75% of the total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Burgess, R. (2011) New principles of best practice in clinical audit. Abingdon: Radcliffe

Department of Health (2010) *The essence of care: patient-focussed benchmarking for health care practitioners*. London: HMSO.

Department of Health (2006) *Good doctors, safer patients*. Available at: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4137232

Department of Health (2007) *Trust, Assurance and Safety – The Regulation of Health Professionals in the 21st Century.* London: HMSO

Department of Health (2008) *High Quality Care for All.* Available at: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_085825

Dickinson, H. (2016). *Evaluating outcomes in health and social care.* Bristol: Policy Press

Francis, R. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry.* London: The Stationary Office. [available on line] http://www.midstaffspublicinquiry.com/report

Gottwald, M. (2014) *Clinical Governance: Improving the quality of healthcare for patients and service users.* Maidenhead: McGraw-Hill Education. eBook available at https://capitadiscovery.co.uk/guernsey/items?query=Clinical+Governance%3A+Improving+the+quality+of+healthcare+for+patients+and+service+users.

Hafford-Letchfield, T. (2007) *Practising quality assurance in social care.* Exeter: Learning Matters Ltd.

Healthcare Quality Improvement Partnership (HQIP) (2015) '*Good governance handbook'* Available online at http://www.hqip.org.uk/resources/good-governance-handbook/

Huotari,P. and Havrdova,Z.(2016). Stakeholders roles and responsibilities regarding quality of care. *International Journal of Health Care Quality Assurance*. Vol 29:8 pp 864-876.

Jaggar, S; Haxby, E. and Hunter, D (2010) *An introduction to clinical governance and patient safety*. Oxford: Oxford University Press 2010

McSherry, R. (2008) *An introduction to excellence in practice development in health and social care*. Milton Keynes: Open University Press

Sherwood, G. (2017). *Quality and Safety in Nursing: A competency approach to improving outcomes*. London: Wiley Blackwell

Storey, J., Bullivant, J. and Corbett-Nolan, A (2011) *Governing the new NHS: issues and tensions in health service management*. London: Routledge

Taylor,B. and Campbell,B. (2011). Quality, risk and governance: social workers perspectives. *International Journal of Leadership in Public Services*. Vol 7:4 pp256-272.

Electronic resources and websites:

Care Quality Commission available at http://www.cqc.org.uk/

Healthcare Quality Improvement Partnership (HQIP) (2011) *Transforming clinical audit data into quality improvements*. eLearning workbook package. Available at http://www.hqip.org.uk/resources/transforming-clinical-audit-data-into-quality-improvements/

HSC 'Health and Social Care Audit webpage' available at http://bohweb1.hssd.int.gov.gg/int2/governance/healthandsocialcareaudit.aspxhttp://bohweb1.hssd.int.gov.gg/int2/governance/healthandsocialcareaudit.aspx

NICE: Audit and Service Improvement site available at
https://www.nice.org.uk/about/what-we-do/into-practice/audit-and-service-improvement

Royal College of Paediatrics and Child Health 'Clinical Audit e-learning' available at
http://www.rcpch.ac.uk/training-examinations/education/clinical-audit-e-learning

Module runs:

The module is planned to run in term 1 (September start) for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, Electronic Learning and Personal study
Week 2: Classroom based learning, Personal study
Week 3: Work based learning, Electronic Learning and Personal study
Week 4: Tutorial, Workshop, and Personal study
Week 5: Electronic learning and Personal study
Week 6: Classroom based learning, and personal study
Week 7: Electronic learning and Personal study
Week 8: Classroom based learning, tutorial and Personal study
Week 9: Electronic learning and Personal study
Week 10: Personal study
Week 11: Electronic learning and Personal study
Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies. Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:
Classroom based learning: 12
Tutorials: 4
Workshops: 5
Electronic Learning: 6
Work based Learning: 2
Personal study/assignment preparation: 171
Total learning hours: 200

Title of Module:
Evidence-Based Practice

Module Code:	Academic Level:	Credit Tariff:
HSCP601	6	20

Subject: Health and Social Care Practice   **Start Term:** September 2018

Module Leader:

Jules Shaw, The Institute of Health and Social Care Studies.

Module Restrictions:

This is a compulsory module for all students within the BA (Hons) HSCP programme. It will build upon the Evidence Based Practice Module (HSCP501) completed by Level 5 entrants which should be undertaken by these students before progressing to Level 6 study. It is also possible to access this module for stand-alone CPD.

Module aims:

Professionals working within the fields of health and social care have a responsibility to ensure that their practice is based on best evidence. Although quantitative methodologies have, in the past, been considered the gold standard for evidence-based practice, research derived from alternative paradigm views are now being more widely accepted as valid evidence. This module will provide the students with the opportunity to critically evaluate research derived from alternative paradigms and to consider their utility for practice. Methods of disseminating research across the wider organisation will also be explored and implemented. This module aims to build on the knowledge and skills that you need to implement and disseminate evidence-based practice.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):

1. Critically evaluate different sources of evidence
2. Critique research papers using different research methodologies to consider the strength and ethical aspects of the research as a base for practice
3. Critically analyse how you could utilise the main findings of research to develop practice within and beyond the organisational setting, considering political and strategic implications.

Skills (competences):
1. Develop a comprehensive search strategy to retrieve information from a minimum of two electronic databases.
2. Identify and utilise appropriate tools to critique research literature.
3. Share the findings of a critique of the evidence through an oral presentation.

Syllabus:

- Searching and retrieving research
- Qualitative and quantitative research
- Critically evaluating research
- Implementing research
- Managing change at a personal departmental and organisational level.

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

This mode of delivery will be supported with **12 hours of lectures** which will cover the main theoretical components of the module. These lectures will provide students with the opportunity to share ideas and seek additional clarification as required. In view of the fact that students may have worked through this pack at level 5, they will be given an additional help to build on their existing knowledge.

6 hours of seminar presentations will provide the students with the opportunity to share their knowledge by disseminating the key findings of the evidence they have critiqued, sharing their experiences of searching, retrieving and critiquing evidence and identifying their future learning and development needs.

180 hours of independent study will enable students to widen their knowledge through additional reading and to work on their assignment tasks.

Students will also have **2 hours of tutorials** to discuss specific issues related to the module.   Although the lectures will be shared with the students undertaking the level 5 module, the tutorials and seminars will be held separately. This will ensure that each group of students have a clear understanding of the academic requirements of their respective level of study.

30/08/2019

Assessment Criteria:

- **Task 1**

A **3000 word written critique** of two pieces of evidence (one of which is a research study) which you have selected as relevant to your practice. You will be expected to use appropriate frameworks to critically evaluate the evidence. This will assess achievement of Knowledge Learning Outcomes 1 and 2 and Skills Learning Outcomes 1 and 2.

- **Task 2**

You will be required to deliver a 15-minute **oral presentation,** outlining how your practice may be influenced in light of your critique, and how you propose to disseminate your findings to relevant stakeholders within and outside the organisation.   This will assess achievement of Knowledge Learning Outcome 3 and Skills Learning Outcome 3.

Assessment weighting:

Task 1: 75% of the overall module mark
Task 2: 25% of the overall module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.
The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Avby G, Nilsen P & Dahlgren MA (2014) *Ways of Understanding Evidence-Based Practice in Social Work: A QualitativeStudy.* Br J of Social Work, 44, 1366-1383

Baker J, Linsley P and Kane R (2016) *Evidence-based practice for nurses and health care professionals.* 3rd edition. Sage publications.

Gerrish, K. and Lathlean, J. (2015) *The Research process in nursing.* (7th edition). Oxford: Blackwell Science.

Greenhalgh, T. (2010) *How to read a paper: the basics of evidence-based medicine*. 4th edition, London: BMJ Publishing Group.

Innis J & Berta W (2016) *Routines for change: how managers can use absorptive capacity to adopt and implement evidence-based practice.* J of Nursing Management, 24, pp 718-724

Mathews I & Crawford K (2011) *Evidence-based practice in social work*. Learning Matters.

Parahoo, K. (2014) *Nursing research: principles, process and issues*. (3rd edition) Basingstoke: MacMillan.

Polit, D. and Beck, C. (2017) *Nursing research: generating and assessing evidence for nursing practice.* 10th Ed. Philadelphia: Wolter Kluwer

Web sites

http://socialresearchmethods.net/ An excellent resource covering a whole range of research methods

http://www.cochrane.org/ Provides a useful overview of the work of the Cochrane collaboration

http://www.sph.nhs.uk/what-we-do/public-health-workforce/resources/critical-appraisals-skills-programme This site will take you to a range of different critical appraisal tools designed by CASP.

http://www.students4bestevidence.net/ Useful for evidence-based healthcare

Module runs:

The module is planned to run in term one for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, and Personal study
Week 2: Personal study
Week 3: Classroom based learning, Personal study
Week 4: Personal study
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Personal study
Week 7: Classroom based learning, and personal study
Week 8: Personal study
Week 9: Classroom based learning, tutorial and Personal study
Week 10: Personal study
Week 11: Personal study
Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies. Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Lectures	12
Tutorials:	2
Seminars:	6
Personal study/assignment preparation:	180
Total learning hours:	**200**

Title of Module:
Facilitating Change In Health and Social Care

Module Code:	Academic Level:	Credit Tariff:
HSCP624	6	20

Subject: Health and Social Care Practice

Start Term: This module will not run in 2018/19 academic year

Module Leader:

Jules Shaw The Institute of Health and Social Care Studies.

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. It is recommended that students undertaking this module will have completed the module HSCP623 'Evaluating Quality in Health and Social Care'. It is also possible to access this module for stand-alone CPD.

Module aims:

This module aims to enable students to explore the theoretical underpinnings which guide practice development, and to develop their skills to facilitate change in service delivery. Building upon the 'Evaluating Quality in Health and Social Care' (HSCP623) module you will consider the theoretical and practical elements of service improvement. Exploring recent advances within health and social care, including the factors that have driven that change, you will analyse change management principles to plan a practice development initiative.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Review recent local, national and international changes in health and social practice to critically analyse the drivers for this change
2. Critically evaluate the impact of recent change in health and social care and assess the challenges faced when implementing such changes
3. Critically appraise different change management models and how these may be utilised to implement a change within health and social care practice

Skills (competences):
1. Work with other key team members and stakeholders to plan and implement change
2. Prepare and present a proposal to implement change, including resources required and methods of evaluation.

Syllabus:

- Recent developments in local, national and international health and social care
- Drivers for change at a local, national and international level
- Presenting a case for change in practice
- Change management models
- Potential barriers and resistance to change
- Stakeholder analysis and involvement
- Resource planning and management (including financial, human, physical and IT)
- Legal and ethical considerations in change management
- Evaluation of change

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

12 hours of lectures/classroom-based activities during which the student will consider recent changes in health and social care, including the drivers for this change, change management processes utilised, and evaluation of that change. In addition the concepts of leadership in change, planning for and implementing change will be explored. Stakeholder analysis and involvement in planning and implementation change will be considered, along with identification of resources management, and legal and ethical considerations.

15 hours of electronic learning when students will engage with other students through a discussion forum and undertake on-line activities.

4 hours of tutorials to support the students to identify a suitable change to implement, and to develop skills in preparing a change proposal.

5 hours of seminars when students will present and justify their change proposal to their fellow learners and module team, and receive formative peer feedback.

167 hours of independent study during which students will access relevant literature, develop their change proposal, and prepare their assignment tasks for submission.

Assessment Criteria:

- **Task 1:**

You will be required to submit a **2,000 word essay** that will review a recent change in local provision in an area of health or social care relevant to your area of practice. The essay will include critical analysis of this change in relation to national and international best practice, leadership within the change management processes, and evaluation of the outcomes of this change. This assignment will measure achievement of Knowledge Learning Outcomes 1 and 2.

- **Task 2:**

You will prepare a **2,000 word proposal** to implement a change in practice, which you will lead, taking into consideration discussion with other key team members and stakeholders. You will select a change management model to facilitate the change, and justify your choice of this model. Your proposal should include discussion of how the change will be evaluated. (This change may have been identified while undertaking module 'HSCP623 Evaluating Quality in Health and Social Care').

You will present this proposal to your peers and module team during a **formative oral presentation**.

This will measure achievement of Knowledge Learning Outcome 3 and Skills Learning Outcomes 1 and 2.

Assessment weighting:

Task 1: 50% of the total module mark
Task 2: 50% of the total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Archer, J. and Pullan, P. (2013) *Business analysis and leadership: influencing change.* e-book. London : Kogan Page

Beech, N. and MacIntosh, R. (2012) *Managing change: enquiry and action.* Cambridge: Cambridge University Press.

Boykin, A., Schoenhofer, S., and Valentine, K. (2014) *Health care system transformation for nursing and health care leaders: implementing a culture of caring*. ebook.   New York, NY: Springer Publishing

Bourne, M. and Bourne, P. (2016) *Change management in a week.* London: Teach Yourself, 2016

Cameron, E. and Green, M (2015) *Making sense of change management: a complete guide to the models, tools, and techniques of organizational change*. London: Kogan

Clayton, M. (2014) *The influence agenda: a systematic approach to aligning stakeholders in times of change.* Basingstoke: Palgrave Macmillan.

Jenkins, F. and Jones, R. (2011). K*ey tools and techniques in management and leadership of the allied health professions.* London: Radcliffe.

Lunts,P. (2012). Change management in integrated care:what helps and hinders middle managers- a case study. *Journal of Integrated Care.* Vol . 20:4 pp.246-256.

NHS Leadership Academy (2013). *Healthcare Leadership Model: The Nine Dimensions of Leadership Behaviour. A*vailable at https://www.leadershipacademy.nhs.uk/wp-content/uploads/2013/10/NHSLeadership-LeadershipModel-10-Print.pdf.

Scragg, T. (2010) *Managing Change in Health and Social Care Services.* Pavilion Publishers

Smith, R. (2014) *The effective change manager's handbook: essential guidance to the change management body of knowledge.* London: Kogan Page.

Stirk, S. and Sanderson, H. (2012). *Creating person-centred organisations: strategies and tools for managing change in health, social care and the voluntary sector.* London: Jessica Kingsley.

Willcocks,S. (2011). Understanding strategy, change and leadership in the UK health and social care. *Journal of Integrated Care.* Vol 19:6 pp23-32.

Websites

Chartered Institute of Personnel and Development. Available at
http://www.cipd.co.uk/cipd-hr-profession/about-us/

Emerald Management first: (accessed via the IHSCS library web page). Available at
http://first.emeraldinsight.com/index.htm?PHPSESSID=fpl4o5s2iiso1keh29s7fd4bd7

NHS leadership academy. Available at http://www.leadershipacademy.nhs.uk/

E-Bulletin Lists
'National Elf Service'. Enables you to keep up to date with the latest health and social care research. Sign up to a list at www.nationalelfservice.net/
'Eyes on Evidence': The National Institute for Health and Care Excellence (NICE) issues a monthly e-bulletin **Eyes on Evidence** which covers interesting new evidence .It includes an explanation about what it means for current practice. To receive the e-bulletin go to https://www.nice.org.uk/.

Module runs:

The module is planned to run in Term 3 (March start) for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, Electronic Learning and Personal study
Week 2: Classroom based learning, Personal study
Week 3: Electronic Learning and Personal study

Week 4: Classroom based learning, tutorial and Personal study
Week 5: Electronic learning and Personal study
Week 6: Classroom based learning, and personal study
Week 7: Electronic learning and Personal study
Week 8: Classroom based learning, tutorial and Personal study
Week 9: Electronic learning and Personal study
Week 10: Seminar and Personal study
Week 11: Electronic learning and Personal study
Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.
Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning:	12
Tutorials:	4
Seminar:	5
Electronic Learning:	15
Personal study/assignment preparation:	164
Total learning hours:	**200**

Title of Module:
Health Promotion Policy and Practice

Module Code:	Academic Level:	Credit Tariff:
HSCP612	6	20

Subject: Health and Social Care Practice   **Start Term:** March 2019

Module Leader:

Brenda Munro, The Institute of Health and Social Care Studies. Tel. 707496

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. There are no pre-requisites. It is also possible to access this module for stand-alone CPD. . This module cannot be undertaken by students who have completed Level 5 HSCP512 'Health Promotion Policy and Practice'.

Module aims:

Health Promotion across the lifespan is a key concept in both local and national government reforms and strategy, namely Guernsey's 20:20 Vision, and the HSC Business Plan 2016. Health and social care professionals have health promotion as a core aspect of their work within a range of settings. To develop services in line with these reforms, you must therefore have a sound understanding of the political, social and organisational influences in order to inform stakeholders, enabling them to develop your practice.

The module will outline the political, professional and ethical issues that impact on health promotion. It will also explore the relevance of health promotion interventions in a range of settings in contemporary professional practice, and enable you to identify and critically appraise health promotion interventions in practice.

Module learning outcomes:

This module will enable you to:

Knowledge (understanding) - On completion of this module the successful student will be able to:
1. Interpret the theories, definitions and concepts underpinning health promotion and health education with a particular focus on the social determinants of health.

2. Critically analyse the political, professional and ethical issues which influence health promotion in practice.
3. Critically appraise a current health promotion intervention.

Skills (competences) – This module will call for the successful student to:

1. Design, implement and evaluate a health promotion intervention relevant to their area of practice, and present it to their peers.
2. Write a report promoting the use of the health promotion intervention.
3. Demonstrate leadership skills in relation to assessing health needs and identifying areas for service improvement.

Syllabus:
- Political aspects including government policies and strategy (local and national).
- Development of health promotion, public health and the contemporary health care agenda: Guernsey's 20:20 Vision, and the Bailiwick's HSC Business Plan 2016.
- National UK and global perspectives- World Health Organisation, Public Health England, NICE
- Overview of key health promotion definitions and concepts.
- Models of behaviour change
- Theories and models of health promotion.
- Planning, implementing and evaluating health promotion interventions.
- Social and cultural diversity.
- Contemporary challenges in health promotion practice

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

Students will access a series of tutorials and fixed resource sessions which focus on the core content of the module. In addition, students will be set a series of self-directed activities to enable them to contribute to the key discussions and analysis of contemporary health promotion practice. The module will be delivered over a 12 week period using the following proposed teaching methods:

13 hours of lectures and facilitated activity will provide students with the theory related to the learning outcomes of the module. The lectures will include guest speakers from professions identified by the students to inform their understanding of professional roles.

18 hours of seminars will provide opportunity for students to work together to share and reflect upon issues identified with regard to their work areas. The seminars will also provide opportunity for the students to work on a common health promotion intervention arising from their individual investigations.

15 hours of work-based learning will enable students to meet with their colleagues to capture their views of how different interdisciplinary team members contribute to health promotion.

The **4 hours** of tutorials will be used to bring the students together to share and discuss issues related to their work-based learning and group activity. Tutorial and group support will also be available through an e-learning environment.

The **150 hours** of independent study will enable the students to deepen their knowledge of the module content as well as prepare for their assessed work.

Assessment Criteria:

Students will be required to identify an area of health promotion, using epidemiological data that they wish to evaluate in terms of quality and efficacy, and related to local and national strategies. You will be required to:

- **Task 1:**

Design, implement and critically evaluate a health promotion intervention relevant to your area of practice. You will deliver a 10-minute presentation to your peers to provide an overview of this intervention. This will address Knowledge Learning Outcome 3 and Skills Learning Outcomes 1 and 3.

- **Task 2:**

Write a 3,000 word report promoting the use of the intervention in practice. This will address Knowledge Learning Outcomes 1, 2, and 3 and Skills Learning Outcome 2.

Assessment weighting:
Task 1: 25% of total module mark
Task 2: 75% of total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below. Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Barry, M. and Jenkins, R. (2007) *Implementing Mental Health Promotion*. Edinburgh: Churchill Livingstone.

Bridgman S (2011) *112th Annual Bailiwick of Guernsey MOH/DPH/CMO Report for year 2010/11. Special theme 'Prevention of Child Maltreatment'.* Guernsey: States of Guernsey

Department of Health (2006) *Our health, our care, our say*. London: HMSO (online)

Department of Health (2007) *Partnerships for Better Health*. London: HMSO (online)

Department of Health (2010) *Healthy Lives: Healthy People*. London: HMSO (online)

Edberg, M. (2015) *Essentials of Health Behaviour: social and behavioural theory in public health.* Sudbury, Massachusetts: Jones and Bartlett

Health and Social Services Department (2011) *Future 2020 Vision of the Health and Social Services System*. Available from www.gov.gg

Hubley, J. and Copeman, J. (2013) P*ractical Health Promotion*. Cambridge: Polity Press

Mitcheson, J. (2008) *Expanding Nursing and Health Care Practice: Public Health Approaches to Practice*. London: Nelson Thornes. Reference copy only.

Naidoo, J. and Wills, J. (2016) *Foundations for Health Promotion (4th Edition).* London: Balliere Tindall

Naidoo, J. and Wills, J. (2016) *Public Health and Health Promotion (4th Edition).* London: Balliere Tindall

Piper S (2009) *Health Promotion for Nurses theory and practice*. London: Routledge

Scriven A (2012) *Health Promotion Settings: principles and practice.* London: Sage

Scriven, A. (2010) *Promoting Health: a practical guide (6th Edition).* London: Bailliere Tindall

States of Guernsey (2011) *Future 2020 Vision of the Health & Social Services System.* Health & Social Services Department. (In the quiet room)

States of Guernsey (2016) *Health & Social Services Business Plan 2016*.

Thorogood, J. and Coombes (2010) *Evaluating Health Promotion Practice and Methods*. Oxford University Press

Whitehead, D and Irvine, F. (eds) (2010) *Health Promotion and Health Education in Nursing.* Basingstoke: Palgrave Macmillan

World Health Organisation (2017) *9th Global Conference on Health Promotion, Shanghai, 2016.* http://www.who.int/healthpromotion/en/International Journal of Health Promotion & Education

Module runs:

The module is planned to run in Term 3 in year 2.

Indicative Timetabling/Learning Pod Activity:

Week 1: Classroom based learning, and Personal study
Week 2: Classroom based learning, Personal study
Week 3: Classroom based learning, and Personal study

Week 4: Personal study
Week 5: Classroom based learning and Personal study
Week 6: Personal study
Week 7: Personal study
Week 8: Classroom based learning, tutorial and Personal study
Week 9: Personal study
Week 10: Assessed seminar presentations
Week 11: Personal study
Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.
Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning:
Lectures:	13
Seminars:	18
Tutorials:	4
Work based Learning:	15
Personal study/assignment preparation:	150
Total learning hours:	**200**

Title of Module:
Improving the experiences of people with Dementia

Module Code:	Academic Level:	Credit Tariff:
HSCP613	6	20

Subject: Health and Social Care Practice

Start Term: November 2018

Module Leader:

Kate Wilesmith, The Institute of Health and Social Care Studies.

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. There are no pre-requisites. It is also possible to access this module for stand-alone CPD. This module cannot be undertaken by students who have completed Level 5 HSCP513 'Improving the Experiences of People with Dementia'.

Module aims:

In the UK and other developed countries, dementia is rising to epidemic proportions. There are around 800,000 people with dementia in the UK, and the disease costs the economy £23 billion a year. Although the cognitive degeneration associated with dementia is irrefutable, there is also much more to be considered when attempting to understand the person with dementia and their care needs. This module will therefore provide a holistic view of dementia that considers a range of perspectives, and also helps you to review your own and colleagues' attitudes and practices. It will also examine the needs of the service user's carers.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding) - On completion of this module the successful student will be able to:

1. Explore a range of diverse perspectives that inform your understanding of the lived experience of service users with dementia.
2. Critically analyse appropriate strategies and their efficacy, to help support the service user with dementia, his carers and family.
3. Reflect upon your own role and effectiveness, as part of the total support network for those with dementia.

Skills (competences) – This module will call for the successful student to demonstrate:

1. Critically analyse the holistic assessment and client-centred approaches required to deliver optimal care to the service user with dementia, his carers and his family.
2. Critically examine the care needs of such service users, and evaluate one's own and colleagues' attitudes and practices therewith.

Syllabus:

- Attitudes towards and history of dementia
- Models of dementia care:
    - The Biopsychosocial model
    - The Medical perspective
    - The Gerontological perspective
    - The Holistic perspective
- The policy, legal and ethical contexts

Teaching and Learning Strategies:

The module will be delivered over a 12-week period using the following proposed teaching methods:

Students will be expected to attend four full days and two half days of **lectures/workshops** (24 hours) and **seminar presentations** (6 hrs). The service user and carer perspective will be included.

One 2 hour tutorial will be offered to assist students with assessment task preparation.

In addition to the above students will be expected to contribute **168 hours of independent learning** to their studies.

Assessment Criteria:

Task 1:

- You will write a **4000-word written assignment** that analyses two of the significant paradigms pertaining to dementia care supported by core principles explored throughout the module, applying them to your area of practice. This will assess achievement of all knowledge learning and skills learning outcomes.

Assessment weighting:

100% of total module mark

A pass grade of at least 40% must be achieved to gain a pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below. Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Brooker, D. (2015) *Person-Centred Dementia Care: making services better.* London: Jessica Kingsley.

Curran P & Wattis JP (eds) (2011) *Practical management of dementia.* Radcliffe publications.

Downs, M. and Bowers, B. (2014) *Excellence in Dementia Care: Research into Practice.* Maidenhead: Open University Press.

Draper B (2013) *Understanding Alzheimer's disease and other dementias.* Kingsley Publishers.

Evardsson, D., Fetherstonhaugh, D. and Nay, Rhonda. (2010) *Promoting a continuation of self and normality: person-centred care as described by people with dementia, their family members and aged care staff.* Journal of Clinical Nursing, 19, p2611-2618.

Hughes JC, Lloyd-Williams M. and Sachs GA (eds) (2010) *Supportive care for the person with dementia.* Oxford University Press

Loveday B (2013) *Leadership for person-centred dementia care.* Kingsley Publishers.

McCance, T., McCormack, B. and Dewing, J. (2011) *An exploration of person-centredness in practice*. Online Journal of Issues in Nursing.16 (2).

Morgan-Brown, M., Newton, R. And Ormerod, M., 2013. *Engaging life in two Irish nursing home units for people with dementia: Quantitative comparisons before and after implementing household environments.* Aging & Mental Health, 17(1), pp. 57-65.

Oliver, J. (2009) *Contented dementia.* London: Vermilion

Pulsford, D (2013) *Dementia.* Published London: Jessica Kingsley.

Rokstad AM, Doble BS, Endegal K (2017) *The impact of the Dementia ABC educational programme on competence in person-centred dementia care and job satisfaction of care staff.* International Journal of Older People Nursing, Jun2017; 12(2)

Shih RA, Friedman EM, Liu JL & Concannon TW (2014) *Improving Dementia Long-term Care : A Policy Blueprint.* RAND Corporation.

Wrycraft N (2012*) Mental health nursing case book.* eBook. Berkshire: Open University Press, 2012

Yates Bolton, N., Yates, K., Williamson, T., Newton, R., and Codinhoto, R. (2012) *Improving hospital environments for people with dementia.* Listening event report, The University of Salford, Salford UK

Dementia strategy:
https://www.gov.uk/government/publications/2010-to-2015-government-policy-dementia/2010-to-2015-government-policy-dementia

Prime Minister's challenge on dementia 2020:
https://www.gov.uk/government/publications/prime-ministers-challenge-on-dementia-2020

Supporting people with dementia and their carers in health and social care:
https://www.nice.org.uk/guidance/cg42
https://www.dementiafriends.org.uk
https://www.gov.uk/government/news/alzheimer-s-society-launches-dementia-friends-information-sessions

Module runs:

The module is planned to run in Term 2 (September start) for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, and Personal study
Week 2: Personal study
Week 3: Classroom based learning, Personal study
Week 4: Seminars and Personal study
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Personal study
Week 7: Classroom based learning, and personal study

Notional Learning Hours:

Lectures:	24
Seminars:	6
Tutorials:	2
Personal study/assignment preparation:	168
Total learning hours:	**200**

30/08/2019

Title of Module:
Leadership in Health and Social Care

Module Code:	Academic Level:	Credit Tariff:
HSCP622	6	20

Subject: Health and Social Care Practice   **Start Term:** November 2018

Module Leader:

Jules Shaw, The Institute of Health and Social Care Studies.

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. It is also possible to access this module for stand-alone CPD.

Module aims:

This module aims to enable students to critically examine the key concepts related to leadership of small teams within health and social care. Designed for those students who wish to develop a theoretical grasp of the issues encountered as a team leader or first line manager, it will explore theories of leadership, and individual and team performance development. It will also consider the key concepts of communication and the role of leadership in promoting equality and diversity within the workplace.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Critically appraise the leadership styles which may be used to lead and manage teams of individuals
2. Identify and critically evaluate the communication methods required when leading a team to meet local and organizational objectives, including engagement with relevant stakeholders
3. Critically analyse the leadership skills required to support individual team members' performance and personal development
4. Discuss the concept of ethical leadership, and critically analyse how a leader may promote equality and diversity.

Skills (competences):
1. Critically evaluate the leadership skills you have used to evaluate team performance, motivate team working, and manage conflict within teams.

2. Reflect on your practice, demonstrating emotional intelligence and identify your personal development needs.

Syllabus:
- Situational Leadership
- Strategic alignment of team and organisational objectives
- Leadership styles and models
- Emotional intelligence
- Leading teams and facilitating development
- Creating a learning environment for teams
- Managing conflict in teams
- Evaluation and management of individual performance
- Supporting personal development of team members
- How to communicate effectively with team members and key stakeholders to enable effective team performance
- Ethical leadership
- How leadership can promote equality and diversity

Teaching and Learning Strategies:

The module will be delivered over a 12-week period using the following proposed teaching methods:

14 hours of lectures/classroom-based activities during which the student will consider different styles of leadership and performance management methods. Students will also identify the stakeholders relating to their field of management, and communication methods which will be required both internally and externally to facilitate effective leadership.

15 hours of electronic learning will enable students to undertake on-line learning activities, and to engage with other students for discussion and peer support.

4 hours of tutorials to support the students to identify and analyse a critical incident upon which to base Task 2, and to revise the principles of critical reflection.

167 hours of independent study during which students will access relevant literature and prepare their assignment tasks for submission.

Assessment Criteria:

- **Task 1:**

You will be required to write a **1,500 word critical evaluation** of the relationship between a leaders' role in supporting an individual team member's performance, and how this may promote team performance. You should also consider how this supports equality and diversity. This will assess achievement of Knowledge Learning Outcomes 3 and 4.

- **Task 2:**

You will submit a **2,500 work critical reflection** in the form of a critical incident analysis. This will focus on how your have used your skills as a leader to address a specific issues arising from practice. The students will be expected to use theory related to leadership styles, emotional intelligence and communication strategies to support this reflection. This will measure achievement of Knowledge Learning Outcomes 1, 2, and 4 and Skills Learning Outcome 1 and 2.

Assessment weighting:

Task 1: 40% of the total module mark
Task 2: 60% of the total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Arnander, F. (2013). *We are all leaders: leadership is not a position - it's a mindset.* Chichester: Capstone.

Barr, J. (2012) *Leadership in health care.* (2nd edn.). London: SAGE.

Boykin, A., Schoenhofer, S., and Valentine, K. (2014) *Health care system transformation for nursing and health care leaders: implementing a culture of caring*. ebook.   New York, NY: Springer Publishing

Clayton, M. (2014) *The influence agenda: a systematic approach to aligning stakeholders in times of change.* Basingstoke: Palgrave Macmillan.

Glazer, G, and Fitzpatrick, J. (2013). *Nursing Leadership from the outside in.* New York: Springer Pub. (eBook).

Hawkins, P. (2011). *Leadership team coaching: developing collective transformational leadership.* London: Kogan Page.

Jenkins, F. and Jones, R. (2011). K*ey tools and techniques in management and leadership of the allied health professions.* London: Radcliffe.

Mullins, L. and Gill, C. (2013). *Management & organisational behaviour. 10th Ed.* Harlow: FT Publishing

NHS Leadership Academy (2013). *Healthcare Leadership Model: The Nine Dimensions of Leadership Behaviour. A*vailable at https://www.leadershipacademy.nhs.uk/wp-content/uploads/2013/10/NHSLeadership-LeadershipModel-10-Print.pdf.

Nursing Times (2014). *Leadership Skills for Nurses. Special Supplement. I* Available online at https://www.nursingtimes.net/journals/2011/08/24/j/n/i/leadership-skills-for-nurses.pdf (Accessed 6th June 2017)

Northouse, P. (2015). *Leadership theory and practice.* (7th Edn.). London, SAGE.

Rigolosi, E. (2013) *Management and leadership in nursing and health care: an experiential approach. 3rd Ed.* eBook New York: Springer 2013

Raffay,J. (2011). Follow the leader? A viewpoint on the exercise of leadership, *International Journal of Leadership in Public Services*. Vol.7:2,pp166-177.

Smith, J. and Walshe, K. (2011). *Healthcare Management.* Berkshire, McGraw Hill/Open University Press. (eBook)

Stevenson, A. (2013) *The Public Sector: Managing the Unmanageable. eBook.* London: Kogan Page.

Stevens,E.L (2015). How does leadership contribute to safeguarding vulnerable adults within healthcare organisations? A review of literature. *The Journal of Adult Protection.* Vol.17:4 pp 258-272**.**

Sullivan, E. (2010). *Practical leadership and management in nursing.* Harlow: Pearson.

West,M.A, Lyubovnikova,J. Eckert,R. Denis, JL (2014) Collective leadership for cultures of high quality health care, Journal of Organisational Effectiveness: People and Performance, Vol.1:3, pp.240-260.

Websites

Chartered Institute of Personnel and Development. Available at
http://www.cipd.co.uk/cipd-hr-profession/about-us/

Emerald Management first: (accessed via the IHSCS library web page). Available at
http://first.emeraldinsight.com/index.htm?PHPSESSID=fpl4o5s2iiso1keh29s7fd4bd7&

NHS leadership academy. Available at http://www.leadershipacademy.nhs.uk/

E-Bulletin Lists

'National Elf Service'. Enables you to keep up to date with the latest health and social care research. Sign up to a list at www.nationalelfservice.net/

'Eyes on Evidence': The National Institute for Health and Care Excellence (NICE) issues a monthly e-bulletin **Eyes on Evidence** which covers interesting new evidence .It includes an explanation about what it means for current practice. To receive the e-bulletin go to https://www.nice.org.uk/.

Module runs:

The module is planned to run in Term 3 (March start) for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, Electronic Learning and Personal study
Week 2: Electronic Learning and Personal study
Week 3: Classroom based learning, Personal study
Week 4: Electronic Learning and Personal study
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Electronic learning and Personal study
Week 7: Classroom based learning, and personal study
Week 8: Electronic learning and Personal study
Week 9: Classroom based learning, tutorial and Personal study
Week 10: Electronic learning and Personal study
Week 11: Personal study
Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.

Electronic learning will be hosted on the Institute Learning Pod.
There is an expectation of 80% attendance at all face to face delivery for this module.

Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning: 14
Tutorials: 4
Electronic Learning: 15
Personal study/assignment preparation: 167
Total learning hours: 200

| **Title of Module:** | | **Academic Level:** | **Credit Tariff:** |
| Team Working in Health and Social Care | **Module Code:** HSCP621 | 6 | 20 |

Subject: Health and Social Care Practice   **Start Term:** September 2018

Module Leader:

Jules Shaw, The Institute of Health and Social Care Studies.

Module Restrictions:

This is an optional module within the BA (Hons) HSCP programme. There are no pre-requisites. It is also possible to access this module for stand-alone CPD. This module cannot be undertaken by students who have completed Level 5 HSCP521 'Team Working within Health and Social Care'.

Module aims:

Working collaboratively in teams with professional and interprofessional colleagues is recognised as essential to achieving best outcomes for effective delivery of health and social care, focussed upon service user needs. The aim of this module is to provide an opportunity for you to critically analyse the underpinning principles and theories of working within teams and demonstrate application to practice.

Module learning outcomes:

Completion of the module will enable you to:

Knowledge (understanding):
1. Critically analyse the theory relating to team dynamics, role stereotypes, power relationships, team and organisational culture, and communication in the work place setting.
2. Critically analyse your role and responsibilities and those of your professional team.
3. Critically appraise the concept of intra- and interprofessional collaboration within the context of Health and Social Care.
4. Critically explore how best practice can be achieved through effective interprofessional collaboration and team work.

Skills (competences):
1. Critically evaluate how your team meets the needs of the service users and make recommendations for areas of improvement.
2. Synthesise evaluation of your own and your team's contribution to team collaboration to identify development required to facilitate effective team working in practice.

Syllabus:

- Local and national policies and professional standards
- The central concept of fulfilling service user needs as the focus of health and social care team working.
- Key stakeholder involvement including the service user
- Concepts of interprofessional team working, enhancing and changing professional roles and boundaries.
- Governance, collective responsibility and learning from previous failures in care (i.e. serious case reviews).
- Team and organisational culture
- The ethical implications of professional and interprofessional collaboration.
- Theories of individual team roles
- Theories of team working, enhancing communication and managing change.
- Understanding and resolving conflicts of interests and the consequences for the staff and the service users if this is not implemented.

Teaching and Learning Strategies:

The module will be delivered over a 12 week period using the following proposed teaching methods:

11 hours of lectures/classroom-based activities during which the students will explore the concept of teams and inter professional working to meet the service user's needs.

4 hours of work based learning where the students will explore the service user's experience of their team using various methods.

6 hours of tutorials to support the students to undertake preparation for their assignments

6 hours of workshops where students will share their progress and evaluations on the service user's experiences**.**

6 hours of seminars where students will present to the others in the class their findings re service users' experience

12 hours of electronic learning accessing material and participating on forums within the learning pod and other social media.

161 hours of independent study during which students will access relevant literature, undertake their service evaluation, and prepare their assignment tasks for submission.

Assessment Criteria:

- You will be required to identify an area of practice you wish to evaluate in terms of quality, service user outcomes, safety or performance. You will be required to undertake the following tasks.

- **Formative Task:**

You will evaluate service user experience of the care and support provided by your team. Working with your fellow students you will then prepare a group presentation which will: justify the methods of evaluation you utilised; identify your key findings including areas of commonality and difference; and make recommendations for improvement in team working in your own and your colleagues' practice areas. Following the presentation you will reflect on your own contribution to this presentation and provide formative feedback to your peers.

- **Summative Task:**

You will write a 4,000 word care study that will critically analyse your own role and professional responsibilities and those of your fellow team members in the provision of care and/or support for a service user with complex needs or a group of service users. You will critically appraise the concept of intra- and interprofessional collaboration within the context of health and social care, identifying learning and implications for practice arising from serious case review reports. You will also consider relevant theories and make recommendations to enhance team working and interprofessional collaboration at a departmental and organisational level. This will assess achievement of knowledge learning outcomes 1, 2, 3 and 4 and skills learning outcomes 1 and 2.

Assessment weighting:

100% of total module mark

A pass grade of at least 40% must be achieved to gain a pass for the module.

Learning Materials:

There are no core texts for this module. Suggested reading can be found below. Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

Suggested Reading:

Baumeister,H. Becker,S.Korner,M. Lippenberger, C. Muller,C. Reichler,L. and Rundel,M (2016). Knowledge integration, teamwork and performance in health care, *Journal of Health Organisation and Management*. Vol 30:2. pp227-243.

Challis,D.J Jasper,R. Verbeek,H. Wilberforce,M. (2016) Multi- Agency working and implications for care managers, Journal of Integrated Care, Vol 24 Issue:2, pp.56-66

Crawford, K. (2012) *Interprofessional collaboration in social work practice*. London: Sage.

Evens,J.M and Ross Baker,G (2012). Shared mental health models of integrated care: aligning multiple stakeholders persepctives. *Journal of Health Organisation and Management* Vol 26:6 pp 713- 736.

Goodman, B. and Clemow, B. (2010) Nursing and collaborative practice: a guide to interprofessional learning and working. Exeter: Learning Matters.

Gopee, N and Galloway, J. (2009). *Leadership and management in healthcare.* London: Sage

Jacob J, Boshoff K, Stanley R, Stewart H, and Wiles L. (2017) *Interprofessional collaboration within teams comprised of health and other professionals: a systematic review of measurement tools and their psychometric properties*. The Internet Journal of Allied Health Sciences and Practice. Vol 15(2).

Jelphs, K., Dickinson, H., and Markiewicz. L. (2008). *Working in teams.* Bristol: Policy Press

Kailisch, BJ., Weaver, SJ and Salas, E. (2009) What does nursing teamwork look like? A qualitative study. *Journal of Nursing Care Quality.* Vol 24:4 pp 298-307.

Mangan,C. Miller,R. and Ward,C (2015) Knowing me, knowing you: Interprofessional working between general practice and social care. *Journal of Integrated Care* Vol 23: 2 pp62-73.

McCray, J. (ed.) (2009) *Nursing and multi-professional practice*. London: Sage.

McCray,J. Palmer,A. Chmiel,N. (2016), Building Resilience in Health and Social Care teams. *Personnel Review* Vol. 45:6 pp 1132-1155.

Minkman,M.(2016)The development model for Integrated Care: A validated tool for evaluation and development . *Journal of Integrated Care* Vol.24:1 pp 38-52.

Morris, K. (2008) *Social work and multi-agency working: making a difference*. Bristol: The Policy Press.

Reed, A. (2011) *Nursing in partnership with patients and carers*. Exeter: Learning Matters.

Reed, E., Cullen, A., Gannon, C, Knight, A. and Todd, J. (2017). Use of Schwartz Centre Rounds in a UK hospice: Findings from a longitudinal evaluation. *Journal of Interprofessional Care.* Vol 29: 4. PP 365 – 366

Thylefors,I.E.C and Persson,O (2014). The more the better?:Exploring vertical and horizontal leadership in cross-professional health teams. *Leadership in Health Services*. Vol 27:2 pp 135-149.

Wallace, C and Davies, M. (2009). *Sharing assessment in health and social care: a practical handbook for interprofessional working.* London: Sage

West,M.A and Lyubovnikova,J. (2013) Illusions of team working in health care. *Journal of Health Organisation and Management.* Vol. 27:1. pp134-142

World Health Organisation. (2010). *Framework for Action on Interprofessional Education and Collaborative Practice*.
http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf

Websites

Centre for the Advancement of Interprofessional Education (CAIPE)
https://www.caipe.org/

Chartered Institute of Personnel and Development. Available at
http://www.cipd.co.uk/cipd-hr-profession/about-us/

Emerald Management first: (accessed via the IHSCS library web page). Available at
http://first.emeraldinsight.com/index.htm?PHPSESSID=fpl4o5s2iiso1keh29s7fd4bd7

NHS leadership academy. Available at http://www.leadershipacademy.nhs.uk/

E-Bulletin Lists

'National Elf Service'. Enables you to keep up to date with the latest health and social care research. Sign up to a list at www.nationalelfservice.net/

'Eyes on Evidence': The National Institute for Health and Care Excellence (NICE) issues a monthly e-bulletin **Eyes on Evidence** which covers interesting new evidence .It includes an explanation about what it means for current practice. To receive the e-bulletin go to https://www.nice.org.uk/.

Module runs:

The module is planned to run in Term 1 (September start) for each academic year.

Indicative Timetabling/Learning Pod:

Week 1: Classroom based learning, Electronic Learning and Personal study
Week 2: Electronic Learning and Personal study
Week 3: Classroom based learning, Personal study
Week 4: Electronic Learning and Personal study
Week 5: Classroom based learning, tutorial and Personal study
Week 6: Electronic learning and Personal study
Week 7: Classroom based learning, and personal study
Week 8: Electronic learning and Personal study
Week 9: Classroom based learning, tutorial and Personal study
Week 10: Electronic learning and Personal study
Week 11: Personal study

Week 12: Personal study
Week 13: Assignment submission

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.
Electronic learning will be hosted on the Institute Learning Pod.

There is an expectation of 80% attendance at all face to face delivery for this module. Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning: 11
Tutorials: 6
Workshops: 6
Seminars: 6
Electronic Learning: 6
Work based Learning: 4
Personal study/assignment preparation: 167
Total learning hours: **200**

Title of module: **Promoting Good Practice in Mental Health Care** Or **Learning Disability Care**	Module code: HSCP615	Academic level: 6	Credit tariff: 20

Subject: Health and Social Care Practice   **Start Term:** March 2019

Module Leader:

Emma Le Poidevin, The Institute of Health and Social Care Studies. Tel 707323 and Esther Reid, The Institute of Health and Social Care Studies. Tel 707327

Module Restrictions:

This is an optional module within the BA (Hons) HSCP. There are no pre-requisites. It is also possible to access this module for stand-alone CPD.

Module aim:

This module aims to enable students to critically appraise contemporary guidance; identifying practice related developments that will enhance the care of people with a mental health condition OR the care of people with a learning disability. Theories of models of care will be explored, alongside change management principles and reflective frameworks. These will support you to propose and reflect upon a development for practice that further promotes the care of service users.

Module learning outcomes

Completion of the module will enable you to:

Knowledge (understanding):
1. Critically appraise contemporary guidance that supports the development of practice for people with a mental health condition OR people with a learning disability
2. Critically discuss an area of current practice that can be enhanced to further promote the care of people with a mental health condition OR care of people with a learning disability
3. Critically evaluate a plan for implementation of a practice development initiative that the student has chosen.

Skills (competences):
1. Examine an aspect of current practice
2. Prepare a proposal to develop an aspect of current practice
3. Present the initiative, and provide a justification effectively to peers
4. Reflexivity for the practice development initiative to evolve

Syllabus:

- Contemporary frameworks and guidance for Mental Health OR Learning Disability
- Leadership styles
- Change management
- Service improvements
- Practice development for self and team
- Role modelling
- Self-awareness
- Reflexivity
- Service user experience
- Social models of care
- Recovery model
- Person centred care

Teaching and Learning Strategies:

14 hours of lectures/classroom-based activities during which the student will explore the contemporary guidance and frameworks. Students will also consider practice development initiatives and service user experience.

14 hours of tutorials to support the students to identify an aspect of practice to develop and discuss the implications for implementation of their plan along with peer feedback.

10 hours of electronic learning accessing material and participating on forums within the learning pod and other social media.

162 hours of independent study during which students will access relevant literature and prepare their assignment tasks for submission.

Assessment Criteria:

You will be required to identify an area of practice you wish to develop in terms of quality, service user outcomes, safety or performance. You will be required to:

Task 1:
- Write a **1500 word critical appraisal** of contemporary literature (guidance or a framework for good practice) related to your chosen field of practice to develop (Mental Health or Learning Disability)
- Identify an area of practice to develop that has been highlighted within the appraisal
- Provide a justification of why this aspect of practice has been chosen
- Critically discuss how this will enhance service user experience

Task 2 (A & B):

Task 2 A: This is a **formative** assessment where you will:

- Present and justify the practice development initiative to peers

Task 2B:
- Write a **2,500 word structured critique** based upon a plan of implementation for the practice development initiative. The reflection and plan will:
- Identify the 'drivers and restrainers' of the change and the implications of these
- Critically examine solutions to overcome these implications

Assessment weighting:

Task 1: 30% of the total module mark
Task 2: 70% of the total module mark

A pass grade of at least 40% must be achieved for both tasks to gain an overall pass for the module.

Learning materials:

There are no core texts for this module. Suggested reading can be found below.
Whilst there will be at least one copy of each book listed available from the Library access may be difficult and students are requested not to keep these books for long periods. Some electronic books are also available.

You are, however, recommended to utilise a broad range of reference material in your reading and written work, including current research literature and internet resources. It is expected that assignment reference lists will reflect the range of reading carried out. Searching the Institute library catalogue will give you access to the full range of printed and electronic books available, and searching the EBSCO e-library databases will enable you to retrieve papers from current journal. These are available at Institute Library Pages at http://theinstitute.gov.gg.

The following list is offered as an indication of the type and level of information students may be expected to consult.

http://www.skillsforcare.org.uk/Topics/Mental-Health

http://www.mentalhealth.org.uk/

www.mind.org.uk

www.youngminds.co.uk

www.bradford.ac.uk/demetaicaremapping

www.dementiauk.org

http://www.bild.org.uk/

http://www.scie.org.uk/

Royal College of Nursing (2014) Children and young people's mental health, every nurse's business, London: RCN.

Royal College of Nursing (2014) Turning back the clock? RCN report on mental health services in the UK, London: RCN

https://www.rcn.org.uk/professional-development/principles-of-nursing-practice

The 6 domains from 'No Health without Mental Health' (DOH 2011)
https://www.evidence.nhs.uk/

Foundation of Nursing Studies (FONS) (2016) *Playing Our Part.* London: FONS.

Health Education England and Skills for Care. (2016). *Mental Health Core Skills Education and Training Framework*. London: Skills for Health.

Department of Health. (2001). *Valuing People- A New Strategy for Learning Disability for the 21st Century*. London: Department of Health.

Department of Health. (2009). *Valuing People Now: A new three-year strategy for people with learning disabilities.* London: Department of Health.

Department of Health. (2009). *Equal Access? A practical guide for the NHS: Creating a Single Equality Scheme that includes improving access for people with learning disabilities*. London: Department of Health.

Mencap. (2007). *Death by Indifference*. London: Mencap.

Mencap. (2012). *Death by Indifference: 74 Deaths and Counting.* London: Mencap.

Michael, J. (2008). *Healthcare for all: The report of the independent inquiry into access to healthcare for people with learning disabilities*. London: The Stationary Office.

Royal College of Nursing. (2006). *Meeting the Health Needs of People with Learning Disabilities: Guidance for Nursing Staff.* London: Royal College of Nursing.

Royal College of Nursing. (2013). *Dignity in health care for people with learning disabilities.* London: Royal College of Nursing.

For information on current and future NICE guidance for people with learning disabilities, follow this link:

https://www.nice.org.uk/guidance/population-groups/people-with-learning-disabilities

Ashman, B., Ockenden, J., Beadle-Brown, J. and Mansell, J. (2010) *Person-centred active support: A Handbook*. Hove: Pavilion Publishing and Media Ltd.

Health Education England and Skills for Care. (2016). *Learning Disabilities Core Skills Education and Training Framework*. London: Skills for Health.

Cameron, E. and Green, M (2012) *Making sense of change management: a complete guide to the models, tools, and techniques of organizational change*. London: Kogan

Department of Health (2008) *High Quality Care for All.* Available at: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_085825

Johns, C. (2013) Becoming A Reflective Practitioner 4th Ed. Oxford: Wiley Blackwell

Jasper et al (2013) Professional Development, Reflection and Decision Making In Nursing and Health Care 2nd Ed. Swansea: Wiley Blackwell

Module runs:

The module is planned to run in Term 3 in the first academic year.

Timetabling/Learning Pod:

Weeks 1-13 will have a blended approach of classroom based activity, tutorials and peer feedback plus self-directed work to prepare for the assessment tasks.

All classroom based learning, tutorials and workshops will be delivered at the Institute of Health and Social Care studies.

There is an expectation of 80% attendance at all face to face delivery for this module.

Students will only be undertaking one module in any term therefore there will be no clash of delivery.

Notional Learning Hours:

Classroom based learning: 14
Tutorials: 14
Electronic Learning   10
Personal study/assignment preparation: 162
Total learning hours: 200