

Module Descriptor Form

Module Title	Academic and Personal Development
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	4
External Examiner	Joanne Lay
Module Code	HSC_4_001
JACS Code	B900
Credit Value	20
Student Study Hours	<p>Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39</p> <p>Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26</p> <p>Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135</p>
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	<p>The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module.</p> <p>Name: Zoe Linekar Email: linekaz2@lsbu.ac.uk</p>
Short Description (max. 100 words)	<p>This module will enable students to develop both personally and academically. It will assist the student to engage in self-assessment and reflection as a starting point for future academic and professional development. It will also demonstrate the benefits of becoming an independent thinker and learner and develop the student's ability to set goals and a process by which to reach them. It will also introduce students to the requirements of academic rigour and the use of information and computer technologies in health and social care.</p>
Aims	<p>This module aims to facilitate the transition to higher education by enabling the students to maximise their own learning and present evidence for assessment within the Higher Education environment. The module will demonstrate to students how to meet expected academic standards and to identify their strengths, weaknesses, opportunities and threats in a structured way.</p>

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Identify the needs for academic rigour and self-development and effective learning strategies • Develop knowledge and understanding of own learning style • Gain an appreciation of the impact of information and communications technology can have on their own learning <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Able to reflect on their strengths and skills and become more self-aware • Recognise strategic thought processes to assess, plan and enact such a plan <p>Practical Skills:</p> <ul style="list-style-type: none"> • Students will be encouraged to find solutions and devise an action plan and meet deadlines <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Ability to present ideas, concepts and structure an argument
Employability	<p>This module is designed to enhance the students' knowledge of the skills and roles required in health and social care. It enables the student to focus early on structuring a career plan and seek pathways to employment. It aims to assist the student in developing confidence and practical skills.</p>
Teaching and learning pattern	<p>This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.</p>
Indicative content	<ul style="list-style-type: none"> • Reflection • Note taking and note making • SWOT analysis • Literature searching skills • Presentation skills • Writing skills • Academic self-awareness • Roles and career opportunities • The application process • Personal statements • Active CV's
Assessment method	<p>Formative Assessment: Working in small groups students will identify a role "cluster" and the required knowledge, skills and attributes required for these roles</p> <p>Summative Assessment: Students will be required to complete a SWOT analysis with accompanying narrative. 3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Bradley, C. (2011) Plagiarism education and prevention: a subject-driven case-based approach, Oxford: Chandos • Burns, T. & Sinfield, S. (2012) Essential study skills: the complete guide to success at university. London: Sage, 2012 • Fine, L.G. (2009) The SWOT Analysis: Using your Strength to overcome Weaknesses, Using Opportunities to overcome Threats • Fook J & Gardner F [Ed] (2012) Using Critical Reflection in Health and Social Care: A Case Study-Based Introduction, Routledge • Oko, J. & Reid, J. (2012) Study skills for health and social care students, London: Learning Matters 2012
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • Contemporary Management • Quarterly Human Resource Management Journal • Journal of Business Strategy • Journal of Management Studies • www.cipd.co.ukmy.lsbu.ac.uk/my/portal/Study-Support/IT-Support/How-To-Guideshttp://www.gcflearnfree.org/educators/resources-and-toolshttps://my.lsbu.ac.uk/my/portal/Study-Support/IT-Support/IT-Training/Microsoft-Office-Specialist-Training

Module Title	Context of Health and Social Care
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	4
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_4_002
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: sarah Houghton Email: houghts2@lsbu.ac.uk
Short Description (max. 100 words)	This module introduces students to the main features of health and social care provision. It will provide a brief historical overview of both sectors. It will also explore the role of the voluntary sector within statutory service delivery. It will allow students to understand the wide range of contemporary issues, debates and influences on health and social care delivery. The module will also address the varying contexts within which the service is delivered and roles which different agencies play. Students will be enabled to explore inequalities and social determinants of health.
Aims	This module aims to provide a perspective of the health and social care services since 2009 and enable the student to develop knowledge of contemporary services and how people engage with these. This module will assist students understand the impact of social inequalities on health and social wellbeing and how these shape services provided. It aims to enhance the students' knowledge of the role of the voluntary sector in the delivery of health and social care.

<p>Learning Outcomes (4 to 6 outcomes)</p>	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Explain the range of services available in health care and social care • Identify points of engagement that service users have with the services • Describe the impact of inequalities in health on care provision and delivery • Explain the role of the voluntary sector in the provision of health and social care <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Recognise that service users have individual needs • Recognise how needs can be quantified, assessed and provided within the sectors <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Use effective presentation skills through leading seminars
<p>Employability</p>	<p>This module is designed to provide students with a detailed understanding of the knowledge of the breadth of services available. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.</p>
<p>Teaching and learning pattern</p>	<p>This module is taught using a combination of lectures, tutorials, self-directed study, seminars, group work and blended learning.</p>
<p>Indicative content</p>	<ul style="list-style-type: none"> • Historical perspectives since 2009 • Definitions of health and ill health • The current context of health and social care provision and future direction • The personalisation agenda • The voluntary sector contribution to services • Cultural influences of health • The Public Health agenda, health inequalities and social determinant of health • Power and empowerment • Lay beliefs of health
<p>Assessment method</p>	<p>Formative Assessment:</p> <p>Students will engage in small groups to produce a poster showing the organisation of services for a specific care need or a poster outlining the role and function of a professional who works in health and social care. They will also be required to include the service users' perspective.</p> <p>Summative Assessment:</p> <p>Students to design and present a poster followed by a question and answer session lasting 20 minutes which relates to a health condition or social care need of their choice illustrating the different services/professionals that a patient or service user with this condition or need may potentially use. (40%)</p>

	<p>Students will be required to research a UK based local or national service in health or social care and write a 1,000-word report discussing the following: -</p> <ul style="list-style-type: none"> • How the service fits into the current local health and social care structure • How the service is funded • Who the service is aimed at and what methods/structures are in place to meet the service users' needs • What models of care are used by the service eg: person centred, medical, psycho-social etc • How the service addresses social and health inequalities • How might the service influence the behaviours and lifestyle choices of its users (60%) <p>(Two elements of assessment, the poster presentation 40% and the report with 60% weighting and must achieve 40% pass mark in each element)</p>
<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Glasby J (2012) Understanding Health & Social Care, Policy Press University of Bristol • Jackson C & Thurgate C (2011) Workplace Learning In Health And Social Care; A Student's Guide, McGraw Hill/OUP, Maidenhead, Berkshire
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.scie.org.uk/publications/elearning/ • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/170656/NHS_Constitution.pdf • https://www.gov.uk/government/organisations/department-of-healthhttps://www.gov.uk/government/publications/the-health-and-care-system-explained/the-health-and-care-system-explained • https://www.gov.uk/government/organisations/department-of-health/about • http://learning.bmj.com/learning/home.htmlhttp://www.nhs.uk/LiveWell/Pages/Livewellhub.aspx

Module Title	Communication
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	4
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_4_003
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Rob Waterson Email: watersr2@lsbu.ac.uk
Short Description (max. 100 words)	This module will enable students to explore a variety of communication methods and styles used in service delivery. The students will develop communication and interpersonal skills essential within health and social care services and this will be explored in the context of UK, EU and global health and social care practices.
Aims	This module aims to enable the student to develop their communication and interpersonal skills in a variety of health and social care related settings. The module will facilitate the exploration of interactional methods and skills in the context of national and international health and social care practices.
Learning Outcomes	Knowledge and Understanding: <ul style="list-style-type: none"> • Explain the importance of the different styles/modes of communication within health related settings • Adapt communication skills to be effective in challenging situations

	<ul style="list-style-type: none"> Gain an insight of health related databases and access to services through health and social care informatics <p>Intellectual Skills:</p> <ul style="list-style-type: none"> Recognise own communication styles and improve both verbal and non-verbal communication techniques. Awareness of own values and beliefs and the impact this may have on their communication with others. <p>Practical Skills:</p> <ul style="list-style-type: none"> Demonstrate effective, compassionate and respectful communication styles Use a variety of communication media and technology effectively in health and social care related settings <p>Transferable Skills:</p> <ul style="list-style-type: none"> Recognise the importance of inter-professional communication and develop an understanding of confidentiality.
Employability	This module is designed to provide students with a detailed understanding of the knowledge and skills needed to communicate effectively in health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.
Teaching and learning pattern	This module is taught using a combination of lectures, tutorials, self-directed study, group work, role play and blended learning.
Indicative content	<ul style="list-style-type: none"> Communication skills within health-related settings (verbal & non-verbal) Communication skills appropriate to diverse service users Introduction to developing appropriate relationships with people with a learning disability their families and carers Relating to people with special communication needs Principles of good record keeping Data Protection Act Freedom of Information Act Hospital and community policies including escalating concerns Service User Confidentiality Health Care Informatics Electronic records Interactive databases Information technology used in health care settings National and international health and social care practices
Assessment method	<p>Formative Assessment: Communication exercise with tutor and peer feedback</p> <p>Summative Assessment: Students will be required to submit a structured workbook on communication based on a filmed scenario. 3000 words</p>

	(One element of assessment with 100% weighting and 40% pass mark)
Indicative Sources (Reading lists)	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Corcoran, N. (2011) 'Working on Health Communication' London, SAGE • Hargie, O. (2011) Skilled Interpersonal Communication: Research, Theory and Practice' 5th Ed. London: Routledge • Maude, B. ((2011) 'Managing Cross-cultural Communication: Principles and Practice' Houndmills; Basingstoke, Hampshire; New York: Palgrave Macmillan • Opute, J. Caproni, P. J., Cameron, S, (2011) Professional and interpersonal skills and learning for work. Harlow: Pearson Education. • Thompson, N. (2011) 'Effective Communication: A Guide for the People Professions' 2nd Ed. New York: Palgrave Macmillan
Other Learning Resources	<p>Electronic resources http://www.legislation.gov.uk/ukpga/1998/29/contentsConfidentiality. NHS Code of Practice</p> <ul style="list-style-type: none"> • http://www.ecric.nhs.uk/docs/nhs_conf_code.pdfhttp://www.england.nhs.uk/contact-us/foi/ The 6 C's https://www.england.nhs.uk/leadingchange/about/the-6cs/# NHS Essence of Care • https://www.gov.uk/government/publications/essence-of-care-2010 Dementia UK https://www.dementiauk.org/wp-content/uploads/2015/10/tips-for-communication4.pdf U-Tube talks - Non-verbal behaviour: • https://www.youtube.com/watch?v=csaYYpXBCZg Assertiveness: Centre for confidence and well-being • http://www.centreforconfidence.co.uk/projects.php?p=cGikPTU5 Empathy: TED talk by Brene Brown 'The Power of Vulnerability'. https://www.youtube.com/watch?v=iCvmsMzIF7o Compassion in Health care: • https://www.youtube.com/watch?v=HVF0273iHus TED talk - Aimee Mullins 'the opportunity of adversity' https://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity

Module Title	Managing Change
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	4
Semester	<input type="checkbox"/> Sem 1 <input checked="" type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_4_004
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Zoe Linekar Email: linekaz2@lsbu.ac.uk
Short Description (max. 100 words)	This module will introduce the student to change management in health and social care. Students will develop knowledge of the systems and models of change management in organisations and develop skills that will facilitate their role as change agents.
Aims	This module aims to facilitate an understanding of the processes of change within health and social care. It will enable the student to develop knowledge in managing change by understanding the rationale for change, identify models for change and employ skills that will facilitate and promote change. The module will facilitate the exploration of self as a change agent.
Learning Outcomes	Knowledge and Understanding: <ul style="list-style-type: none"> • Recognise the triggers and rationale for change • Identify models for change • Identify the skills required to be a successful change agent

	<ul style="list-style-type: none"> Explore a range of change theories and self-awareness strategies and discuss their application to change management in the workplace <p>Intellectual Skills:</p> <ul style="list-style-type: none"> Develop a questioning approach to change management and its implementation in health and social care Explore their own role as a change agent <p>Transferable Skills:</p> <ul style="list-style-type: none"> Develop practical abilities in relation to change management and theory
Employability	This module is designed to provide students with a detailed understanding of the knowledge and skills needed for being involved in change within health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.
Teaching and learning pattern	This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.
Indicative content	<ul style="list-style-type: none"> The changing context of health and social care provision including managing constant multi-level change What is change Triggers for change NHS Change Model Theoretical models for change management. Systematic approaches to change Leadership styles in change management Resistance to change Breakthrough strategy Negotiation Evaluation of Change
Assessment method	<p>Formative Assessment: During the course of the module students will engage in small group discussion to identify major triggers for change in current health and social care provision.</p> <p>Summative Assessment: Students will be required to choose a contemporary area of health and social care change to submit a written report, and apply the principles and theories of change management.</p> <p>3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Cameron, E. & Green, M. (2012) Making sense of change management: a complete guide to the models, tools and techniques of organizational change. London: Philadelphia Kogan Page • Mullins, L.J. (10th ed) (2013) Management and Organisational Behaviour, London, prentice Hall • Schein, E.H. (4th ed) (2010) Organisational Culture and Leadership, California, Jossey Bass
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • NHS Change model http://theedge.nhs.uk/wp-content/uploads/2015/10/nhs_change_model_july2013.pdf

Module Title	Ethics and Law
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	4
Semester	<input type="checkbox"/> Sem 1 <input checked="" type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code (<i>showing level</i>)	HSC_4_005
JACS Code (completed by the QA)	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Sarah Houghton Email: houghts2@lsbu.ac.uk
Short Description (max. 100 words)	This module is designed to ensure students develop an understanding of professional, ethical and legal responsibilities. The focus is on developing an appreciation of the professional codes, ethical values and legal frameworks which underpins health and social care practice. Emphasis will be placed upon understanding the need to use up-to-date knowledge to assess, plan, deliver and evaluate service delivery, communicate findings, and promote best practice.
Aims	This module aims to ensure students understand their ethical and legal responsibilities. It will ensure students understand the need to practice in an inclusive manner.

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Explain the various codes of conduct that are in place within the health and social care sectors, including the NHS Constitution • Describe legal responsibilities of health and social care workers and professionals • Develop knowledge, understanding and respect for different cultures, values, views and beliefs • Explain the ethical frameworks that underpin service needs and delivery <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Use professional codes, ethical and legal principles in their own practice.
Employability	<p>This module is designed to provide students with a detailed understanding of the law and ethics needed by staff working within health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.</p>
Teaching and learning pattern	<p>This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.</p>
Indicative content	<ul style="list-style-type: none"> • Professional values and codes of conduct • NHS Constitution and organisational values • The law relating to health and social care • Statute and case law affecting health and social care • Cultures, values, views and beliefs • Ethical frameworks used in health and social care • Scenarios based on ethical frameworks
Assessment method	<p>Formative assessment: Student will be asked to review a case study in groups against an ethical and legal framework.</p> <p>Summative assessment: The assessment will consist of a case study review from the public domain against an ethical and legal framework. 3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>
Indicative Sources (Reading lists)	<p>Core materials</p> <ul style="list-style-type: none"> • Dickens, J. (2013) Social work, law and ethics. London,; New York, NY: Routledge • Icheku, V. (2014) Understanding ethics and ethical decision making: case studies and discussion, SG Williams Publishing, UK • Stauch, M. Wheat, K. & Tingle, J. (2012) Text, cases and materials on medical law and ethics. Abington, Oxon: Routledge

Other Learning Resources	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.gmc-uk.org/about/council/register_code_of_conduct.asp (standards for doctors) • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/498235/CSPL_EthicalStandards_web.pdf (standards in public life) https://www.gdc-uk.org/professionals/standards/team (standards for dental practitioners) - http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/ (professionals registered with the health and social care professionals council) • https://www.nmc.org.uk/standards/code/ (standards for nurses and midwives) – • http://www.nhsemployers.org/~media/Employers/Documents/Recruit/Code_of_conduct_for_NHS_managers_2002.pdf (code of conduct for NHS Managers) • http://www.skillsforhealth.org.uk/images/services/code-of-conduct/Code%20of%20Conduct%20Healthcare%20Support.pdf (code of conduct for health support workers and adult care workers) • COSHH www.hse.gov.uk/coshh/Health and Safety at Work Act www.hse.gov.uk/legislation/hswa.htm Health and Safety Executive (HSE) website. www.hse.gov.uk • LOLER http://www.hse.gov.uk/work-equipment-machinery/loler.htm Manual Handling Operations Regulations www.hse.gov.uk/msd/pushpull/regulations.htm PUWER http://www.hse.gov.uk/work-equipment-machinery/puwer.htm RIDDOR www.hse.gov.uk/riddor/
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Module Title	Inter-professional Working in Practice
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	4
Semester	<input type="checkbox"/> Sem 1 <input checked="" type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_4_006
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Rob Waterson Email: watersr2@lsbu.ac.uk
Short Description (max. 100 words)	This module explores the various people and roles within statutory and non-statutory services. The module will identify those inter-dependant roles that work together for a range of services. It will also enable students to consider the personalisation agenda and ensure effective inter-professional working.
Aims	This module aims to provide techniques necessary for inter-professional working, including communication, collaborative working, negotiation and conflict resolution. The module will identify how inter-professional working impacts on working with stakeholders, users and carers. It will explore the factors that promote or hinder inter-professional working including power relationships, culture, negative communication, information sharing and confidentiality.

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Explain the wide variety of roles that need to work together to deliver high quality services. • Describe how inter-professional working must meet service user needs and service delivery imperatives. • Explain the personalisation agenda for health and social care • Identify effective inter-personal strategies <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Reflect on and understand complex situations <p>Practical Skills:</p> <ul style="list-style-type: none"> • Apply concepts of team working. • Apply the principles of effective communication including verbal, written and ICT <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Utilise techniques to enable effective inter-professional working
Employability	<p>This module is designed to provide students with a detailed understanding of the knowledge which underpins inter-professional working and the skills needed by health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.</p>
Teaching and learning pattern	<p>This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning. Students will be required to identify a workplace which has agreed to allow them a “shadowing experience” of a minimum of 15 hours.</p>
Indicative content	<ul style="list-style-type: none"> • Roles within the health and social care sectors including non-statutory provision • Inter-professional working with stakeholders, users, and carers • Inter-professional working with colleagues within and across professional disciplines • Inter-professional communication skills • Inter-agency partnership working • The personalisation agenda for health and social care • Decision-making and negotiation skills • Managing effective meetings • Managing inter-professional working including conflict resolution
Assessment method	<p>Formative Assessment: In small group work, students will prepare a list of perceived benefits and challenges to inter-professional working before their shadowing experience.</p> <p>Summative Assessment: This assessment will take the form of a report on a shadowing experience focusing on inter-professional working, drawing on contemporary literature to support a considered view of its effectiveness. 3000 words</p>

	(One element of assessment with 100% weighting and 40% pass mark)
Indicative Sources (Reading lists)	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Day, J. (2013) Interprofessional working: An essential guide for health and social care professionals. Andover: Cengage Learning • Koubel, G. Bungay, H. (ed) 2012 Rights, risks and responsibilities: interprofessional working in health and social care. Basingstoke: Palgrave Macmillan • Pollard, K. Thomas, J. Miers, M. (ed) (2010) Understanding interprofessional working in health and social care: theory and practice. Basingstoke: Palgrave Macmillan. • Thomas, J. Pollard, K. & Sellman, D. (ed) (2014) Interprofessional working in health and social care: professional perspectives
Other Learning Resources	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.ted.com/talks/tom_wujec_build_a_tower?language=en • http://www.ted.com/talks/steven_johnson_where_good_ideas_come_from

Module Title	Managing People
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	5
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_5_001
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 BSc (Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Sarah Houghton Email: houghts2@lsbu.ac.uk
Short Description (max. 100 words)	This module introduces students to the complexity of managing people within statutory and voluntary organisations.
Aims	This module provides the students with the knowledge and skills needed to manage people within organisations. It addresses the changing needs of services, the people and need to respond to rapidly changing service requirements. It will also enable students to explore the demands that managing people may place on all concerned and how to effectively manage this.
Learning Outcomes	Knowledge and Understanding: <ul style="list-style-type: none"> • Describe the principles of human resource management • Explain the role of the manager in managing people. Practical Skills: <ul style="list-style-type: none"> • Develop a logical process to dealing with people and systems

	<ul style="list-style-type: none"> • Able to deal with stressful situation, remaining calm under pressure • Apply appropriate solutions to problems <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Develop analytical thinking skills to deal with everyday issues relating to management.
Employability	This module is designed to provide students with a detailed understanding of the knowledge and skills required to manage people within health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.
Teaching and learning pattern	This module is taught using a combination of lectures, tutorials, self-directed study, group work, role play and blended learning.
Indicative content	<ul style="list-style-type: none"> • What is people management within health and social care • Professional boundaries • Management styles • Managing equality, diversity and rights. • Selection and recruitment • Motivation theory • Managing rewards, remuneration • Employee training and development • Employee relations, mediation, the role of Trade Unions and ACAS, Health Service Ombudsman • Capability, discipline and grievance procedures • Examination techniques, revision and planning
Assessment method	<p>Formative assessment: Mock examination.</p> <p>Summative Assessment: This assessment will consist of a two hour seen examination paper covering all learning outcomes for the module. The examination consists of 4 scenarios from which students must choose only two scenarios to answer.</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>
Indicative Sources (Reading lists)	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Borkowski, N. (2011) Organizational behaviour in health care. Sudbury, Mass: Jones and Bartlett Publishers • Burnham, J. & Horton, S. (2013) Public management in the United Kingdom: a new introduction. Basingstoke: Palgrave Macmillan • Huczinski, A. and Buchanan, D. (2013) Organisational behaviour: an introductory text. 8th Ed. Harlow: Pearson Education • Miles, J. A. (2012) Management and organisational theory: a Jossey-Bass reader. San Francisco, CA.

Other Learning Resources	Electronic resources <ul style="list-style-type: none">• http://www.acas.org.uk• http://www.cipd.co.uk• http://www.rcn.org.uk• http://www.unison.org.uk• http://www.cqc.org.uk• http://www.scie.org.uk
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Module Title	Managing Risk
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	5
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_5_002
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 BSc (Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Jon Gullidge Email: gullidgj@lsbu.ac.uk
Short Description (max. 100 words)	This module will introduce the student to the management of risk in health and social care. Students will develop an understanding of risk awareness, risk identification and management.
Aims	This module aims to identify the impact of risk for health or social care employees, organisations and individuals who access their services. The module will facilitate the exploration of roles and responsibilities of the individual and the organisation in managing risk. The student will be enabled to develop skills in risk assessment and risk management plans.
Learning Outcomes	Knowledge and Understanding: <ul style="list-style-type: none"> • Discuss the concept of risk and its impact on health and social care provision • Interpret risk management strategies • Analyse the skills required to assess and manage risk

	<p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Develop a questioning approach to risk management and its implementation in health and social care • Develop the ability to construct a coherent story and to question the narratives of others • Explore a range of risk management tools and strategies and discuss their application to risk management in the work place <p>Practical Skills:</p> <ul style="list-style-type: none"> • Utilise appropriate risk management tools effectively
Employability	This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.
Teaching and learning pattern	<ul style="list-style-type: none"> • The nature of risk • The impact of risk on individuals and organisations • Legislative frameworks • Assessing risk • Risk management strategies • Documenting risk • Gap analysis • Strategies for minimising risks • Consequences of miss-managed risk • Incident reporting • Statement writing
Indicative content	This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.
Assessment method	<p>Formative Assessment: Using small group work, students will prepare a fifteen-minute presentation in relation to a risk assessment tool</p> <p>Summative Assessment: Students will be given a written scenario in relation to risk found in the workplace. Students will be required to submit a written report using an agreed risk assessment tool which identifies the risks and offers a plan for managing and mitigating the risk. 3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>
Indicative Sources (Reading lists)	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Hart, C. (2014) A Pocket Guide to Risk Assessment and Management in Mental Health, London, Routledge • Healy, J. (2011) Improving Health Care Safety and Quality (Law, Ethics and Governance), Surrey, Ashgate Publishing • Kavalier, F. & Alexander, R. S. (2014) Risk Management in Healthcare Institutions, Jones and Bartlett Learning

	<ul style="list-style-type: none"> • Koubel, G. Bungay, H. (2012) rights, Risk and Responsibilities: Inter professional working in health and social care, London, Palgrave • Kemsel, H. (2011) Good Practice in Assessing Risk: Current Knowledge, Issues and Approaches, London, Jessica Kingsley Publishing
Other Learning Resources	<p>Electronic resources</p> <ul style="list-style-type: none"> • www.hse.gov.uk • www.theirm.org • www.flyingstart.scot.nhs.uk • www.england.nhs.uk • www.gov.uk/government • www.nice.org.uk

Module Title	Social Enterprise and the Voluntary Sector
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	5
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_5_003
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 BSc (Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Rob Waterson Email: watersr2@lsbu.ac.uk
Short Description (max. 100 words)	Social enterprises and voluntary organisations are becoming more central to the provision of health and social care related services. Their contribution has increased greatly recently and funding has changed to reflect the tighter resources available. This module will enable students to explore the many different structures of social enterprises and the voluntary sector and their role in the provision of health and social care services.
Aims	Students will develop an understanding of how voluntary organisations operate and are managed. The module will also explore the role of the social enterprises in supporting statutory services, particularly with reference to the relationship between these organisations.

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Discuss the structures underpinning the voluntary sector and social enterprise funding, performance, reporting and governance. • Compare, contrast how social enterprises and the voluntary sector interface with statutory provision <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Differentiate between the social and private enterprises in terms of goals and resources. • Explore survival challenges facing social enterprises. • Explore survival challenges facing the voluntary sector <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply creativity to problems faced by the social enterprise sector.
Employability	<p>This module is designed to provide students with a detailed understanding of the social enterprises and the voluntary sector and their relationship to statutory services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.</p>
Teaching and learning pattern	<p>This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.</p>
Indicative content	<ul style="list-style-type: none"> • What is the voluntary sector for health and social care? • Corporate social entrepreneurship • Creativity and innovation in social enterprise development • Growing social enterprises – funding, leadership, volunteers, managing diversity and equality. • Measuring impact and success – reporting, stakeholder surveys and social return on investment. • Models and roles of social enterprises. • Stakeholder relationship management. • Starting and managing social enterprises – culture, resources and governance structures. • The future – challenges, innovations and opportunities.
Assessment method	<p>Formative Assessment: Students will be required to investigate the key features of named major voluntary sector providers and named social enterprises and share within groups</p> <p>Summative Assessment: This assessment will comprise of a report on how a named non-statutory or voluntary organisation interacts with at least one statutory health or social care service. 3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Alcock, P. (2010) "A Strategic Unity: defining the third sector in the UK", Voluntary Sector Review 1 (1); pp.5-24 • Borstein, D. Davis, S. (2010) Social Entrepreneurship: What Everyone Needs to Know, OUP • Hockerts, K. (2010) Values and Opportunities in Social Entrepreneurship, Palgrave Macmillan • Martin, F. Thompson, M. (2010) Social Enterprise: Developing Sustainable Businesses, Palgrave Macmillan • Stokes, D. Wilson, N. and Mador, M. (2010) Entrepreneurship, CENGAGE Learning, London
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.voluntarysectorhealthcare.org.uk • http://www.phorcast.org.uk/page.php?page_id=257 • http://www.thirdsector.co.uk/healthcare-strategic-partners-2013-14-named • http://www.carersuk.org/ • http://www.ncvo.org.uk/ • https://www.gov.uk/government/organisations/charity-commission • http://www.ageuk.org.uk/ • http://www.dementiauk.org/ • http://alzheimers.org.uk/site/scripts/documents_info.php?documentID=342 • http://www.mind.org.uk/?gclid=COSB1-uCncICFUbMtAod6VkAKw • https://www.scope.org.uk/ • http://www.nhs.uk/LiveWell/Pages/Livewellhub.aspx

Module Title	Governance of Health and Social Care
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input checked="" type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	5
Semester	<input type="checkbox"/> Sem 1 <input checked="" type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_5_004
JACS Code	B900
Credit Value	40
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 78 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 52 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 270
Pre-requisite Learning	Successfully completed Year 1 BSc (Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Jon Gullidge Email: gullidgj@lsbu.ac.uk
Short Description (max. 100 words)	Governance is central to high quality, accountable health and social care provision. The module will enable students to understand in a practical way the concept of governance. The module will discuss the core principles and duties can be applied at an individual and corporate level within health and social care in both statutory and non-statutory settings.
Aims	This module will enable students to gain an understanding of the concept of governance, roles and responsibilities within health and social care. The module also seeks to develop an understanding of structures, systems and processes that assure the quality, accountability and management of a health and social care organisation.

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Discuss UK government processes related to corporate and clinical governance of health and social care • Analyse quality management and quality assurance in relation to governance in health and social care • Interpret organisational frameworks for clinical governance for a) health care, b) social care and c) voluntary sector. <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Integrate key elements of governance to assure organisational performance and accountability in practice.
Employability	<p>This module is designed to provide students with a detailed understanding of the knowledge and skills underpinning governance practices across the health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.</p>
Teaching and learning pattern	<p>This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.</p>
Indicative content	<ul style="list-style-type: none"> • What is clinical and corporate governance for England? • Why does it matter in organisations delivering health and social care? • Accountability at personal and board levels • Role of the Care Quality Commission (CQC) • Role of Monitor • Assuring the quality of care: the pivotal role of clinical audit and its effectiveness • Research governance • Staff governance • Corporate governance • Role of the Board • Social care governance • National Council for Voluntary Organisations Code of Governance • Responses to governance failures • The future for governance
Assessment method	<p>Formative Assessment: In groups, students will consider a governance report from CQC and the impact the recommendations have on clinical and corporate governance</p> <p>Summative Assessment: Students will be required to critique a named health or social care organisation's board paper on a governance topic against the appropriate governance framework and give recommendations for improvement. 5000 words essay</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials:</p> <ul style="list-style-type: none"> • Delaney L. (2015) The challenges of an integrated governance process in healthcare. <i>Clinical</i> • Gillies A. (2015) The role of information governance within English clinical governance. <i>Clinical Governance: An International Journal</i>, 20(1), 13–20. • Gottwals M. & Landsdown G. (2014) <i>Clinical Governance – Improving the quality of healthcare for patients and service users</i>. Maidenhead: Open University Press. Chapter 1 & 7 • Haxby, E, Huinter, D & Jagger S (2011) <i>An introduction to Clinical Governance & Patient Safety Great Britain</i>, Oxford University Press • McSherry R., McSherry W. & Pearce P. (2013) Can clinical governance act as a cultural barometer? <i>Nursing times</i>, 109 (19), 12-15. • Ross F., Smith P., Byng R., Christian S., Allan H., Price L. & Brearley S. (2014) Learning from people with long-term conditions: new insights for governance in primary healthcare. <i>Health and Social Care in the Community</i>, 22(4), 405–416 • Social Care Institute for Excellence (SCIE) (2011) <i>Social care governance: A workbook based on practice in England</i>. Available from: http://www.scie.org.uk/publications/guides/guide • Tricker B. (2015) <i>Corporate Governance: Principles, Policies, and Practices</i> (3rd ed). Oxford: Oxford University Press
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • https://www.england.nhs.uk/resources/resources-for-ccgs/ • https://digital.nhs.uk/data-security-information-governance • https://digital.nhs.uk/information-governance-alliance • https://www.gov.uk/government/organisations/department-of-health-and-social-care

Module Title	Living with Health and Social Care
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	5
Semester	<input type="checkbox"/> Sem 1 <input checked="" type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_5_006
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 BSc (Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Lesley Marsh Email: marshl5@lsbu.ac.uk
Short Description (max. 100 words)	This module will utilise problem based learning to encourage the students to investigate individual cases in detail, collate the information obtained in a meaningful way, analyse the information and present possible solutions for the problems set. The student will be presented with a wide variety of interconnected scenarios involving a selection of family members who are representative of service users.
Aims	The module aims to develop an independent thinker with a sound knowledge base, who can problem solve, respond to, and act according to the situation they are presented with. It also aims to enhance the students' awareness of the demands placed on the service and the service user. Students will be enabled to evaluate service availability and devise strategies to resolve these.

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Discuss individual scenarios and relate them to the service user's perspective. • Analyse service user's needs and assess available resources in a named locality. • Interpret available services against best practice guidelines. <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Summarise the needs identified and relate them to service availability. • Recognise the individual needs of the person, as well as the dynamic family needs associated with living with a health or social care deficit. • Debate the merits of various strategies for meeting the needs. <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Develop problem based learning skills. • Use presentation skills effectively.
Employability	<p>This module is designed to give students the skills of problem solving which is an essential skill at all levels in all roles within health and social care. The module also offers a wide perspective on the purpose of health and social care services to ensure students display appropriate responses for future value based recruitment activities.</p>
Teaching and learning pattern	<p>This module is taught primarily through a problem based learning approach. It will also use a combination of lectures, group work and presentations.</p>
Indicative content	<p>Students will be introduced to family based health and social care need scenarios and the relevant characters for their problem based learning task. The characters will form one family and each family member will have a set of biographical, social, medical and psychological data. The students will be given relevant additional information about the locality, type of abode and general living conditions.</p> <p>The problem, which will be posed as a series of questions, including</p> <ol style="list-style-type: none"> a) identifying the normal parameters for physical, emotional, social, intellectual health and well-being for their identified family member. b) Identifying the health and social care deficits for their identified family member. c) Identifying the services they could access to address these needs which are known to be available in their named locality for the identified family member. d) Identifying best practice for meeting identified health and social care deficits.
Assessment method	<p>Formative Assessment: The student groups will receive feedback at the end of each stage of the problem based learning activity - see sessions above.</p>

	<p>Summative Assessment: This assessment will take the form of an individual reflective account of the student journey through a problem based learning exercise over the semester. 3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>
<p>Indicative Sources <i>(Reading lists)</i></p>	<p>Core materials: <i>(Max 5)</i></p> <ul style="list-style-type: none"> • Clouston, T. J. et.al. (2010) Problem-based learning in health and social care. Chichester, West Sussex, U.K; Malden, MA: Wiley-Blackwell • Glasby, J. & Dickson, H. (2014) Partnership Working in Health and Social Care: What is Integrated Care and How Can We Deliver it? (Better Partnership Working Series) University of Bristol. • Forder J et al (2012) Evaluation of the personal health budget pilot programme. Canterbury: PSSRU. Just read Executive Summary. https://www.phbe.org.uk/. • Glendinning C et al (2008) Evaluation of the Individual Budget Pilot Projects, final report. Just read the Executive Summary (http://www.lse.ac.uk/collections/PSSRU/pdf/IBSENSummaryReport.pdf). • Lagarde M et al (2013) Challenges of payment-for-performance in health care and other public services. LSHTM: Policy Innovation Research Unit. http://www.piru.ac.uk/assets/files/Challenges%20of%20payment%20for%20performance%20in%20healthcare%20and%20other%20public%20services%20final.pdf • Charlesworth A et al (2012) Reforming payment for health care in Europe to achieve better value. London: Nuffield Trust. http://www.nuffieldtrust.org.uk/sites/files/nuffield/publication/120823_reforming-payment-for-health-care-in-europev2.pdf
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.hscic.gov.uk/ • http://www.kingsfund.org.uk/ • https://www.gov.uk/government/organisations/monitor • http://www.cqc.org.uk/

Module Title	Evidence Based Practice for Health and Social Care
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	6
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_6_002
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 and 2 BSc(Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Jon Gullidge Email: gullidgj@lsbu.ac.uk
Short Description (max. 100 words)	The module will enable students to explore the nature and role of evidence in informing policy, strategic development and service improvement. It will equip students with the knowledge and skills to enable them to appraise and evaluate evidence and conduct a literature search.
Aims	This module aims to provide students with a theoretical and practical understanding of evidence-based practice and how this approach can be used to improve quality of service delivery.
Learning Outcomes	Knowledge and Understanding: <ul style="list-style-type: none"> • Review the scope and application of health and social care evidence-based practice • Distinguish between techniques for developing an evidence base in health and social care

	<ul style="list-style-type: none"> Analyse evidence and identify gaps in aspects of local policies, protocols and guidelines against best practice evidence <p>Intellectual Skills:</p> <ul style="list-style-type: none"> Create a personalised resource cluster to enhance their ability to access relevant evidence <p>Practical Skills:</p> <ul style="list-style-type: none"> Apply evidence based practice within their role in health and social care. <p>Transferable Skills:</p> <ul style="list-style-type: none"> Communicate clearly and concisely using evidence based concepts and terminology
Employability	This module is designed to provide students with a detailed understanding of why a sound evidence base is needed to underpin health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.
Teaching and learning pattern	This module is taught using a combination of lectures, tutorials, self-directed study and blended learning.
Indicative content	<ul style="list-style-type: none"> Theory and principle of evidence based practice in health and social care The need for evidence-based practice in health and social care Formulating questions and finding appropriate and relevant evidence to answer the questions Sources of evidence Qualitative evidence Quantitative evidence Creating a personalised resource cluster Critical appraisal and interpretation of the results of research and evidence based studies including policies, protocols and guidelines Gap analysis and recommendations for innovation and improvement
Assessment method	<p>Formative: Students will be asked to create their personalised resource cluster for the area in which they aspire to work within health and social care.</p> <p>Summative: Students will be required to critique a single protocol, policy or guideline within health and social care against published evidence or research and include a gap analysis. 3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Fink, A. G. (2013) Evidence-based public health practice. Thousand Oaks: Sage Publications. • Jolley, J. (2013) Introducing research and evidence-based practice for nursing and healthcare professionals. Harlow, England; New York: Pearson Education • Dillard, D. (2015). The science of searching databases: Boolean algebra as a tool to find medical, legal and other information effectively. <i>Journal of Legal Nurse Consulting</i>, 26(1), 18-22. • Hain, D. J., & Kear, T. M. (2015). Using evidence-based practice to move beyond doing things the way we have always done them. <i>Nephrology Nursing Journal</i>, 42(1), 11-20. • Aveyard, H. and Sharp, P. (2009) A Beginner's Guide to evidence based practice in health and Social Care. Open University Press.
<p>Other Learning Resources</p>	<p>Electronic resources – accessed on 28.11.14</p> <ul style="list-style-type: none"> • http://www.nice.org.uk/ • http://www.thecochranelibrary.com/view/0/index.html • http://www.salford.ac.uk/health-sciences/research • http://www.salford.ac.uk/nmsw/research/knowledge-for-professional-practice-social-work • http://neurologiahu.ufsc.br/files/2012/10/How-to-Read-a-Paper_Evidence-Based-Medicine_Greenhalgh_2011.pdf

Module Title	Commissioning, Procurement and Managing Resources
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	6
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_6_003
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 and 2 BSc(Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Richard Johnson Email: johnsr19@lsbu.ac.uk
Short Description (max. 100 words)	This module will introduce the student to the concepts of procurement, commissioning and managing resources. It will highlight the rules and regulations associated with procurement, commissioning and managing resources and will seek to set these processes against governmental and European guidelines. Sustainability and environmental awareness will be addressed.
Aims	This module aims to provide understanding of effective commissioning, procurement and resource management within health and social care. The students will also be introduced to the concept of sustainability in these processes. The need for identifying, quantifying, assessing and approving costs of resource requirements. The time needed from identifying the need to resource availability and/or implementation will be stressed.

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Review the scope of resources needed for service delivery • Review the scope of commissioning and procurement protocols across the sectors • Analyse the required steps within the procurement process including the procurement cycle • Interpret a budget statement <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply a questioning approach to commissioning, procurement and managing resources <p>Practical Skills:</p> <ul style="list-style-type: none"> • Apply cost benefit analysis techniques • Complete documentation involved in commissioning and procurement
Employability	<p>This module is designed to provide students with a detailed understanding of the knowledge and skills needed by health and social care services to utilise resources effectively. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.</p>
Teaching and learning pattern	<p>This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.</p>
Indicative content	<ul style="list-style-type: none"> • Annual commissioning for health and social care • Procurement in health and social care including NHS logistics, payment by results, patient recovery outcome measures and personal care budgets • Cost benefit analysis • Managing a budget including reading a budget statement • Measuring quality of service delivery in relation to purchasing costs • Ensuring cost effective care • Negotiation skills • The role of the Audit Commission
Assessment method	<p>Formative Assessment: Students will review a budget statement from health and social care and share their findings in small groups.</p> <p>Summative Assessment: This assignment will require the student to complete a tender application using the agreed process for commissioning and procurement.</p> <p>3000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>

<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • http://www.kingsfund.org.uk/publications/clinical-commissioning-groups?gclid=CNP0humGnclCFa7LtAod4nEADA • http://www.health.org.uk/blog/the-cost-of-protecting-the-nhs-budget/?gclid=CPGdt_uGnclCFa7LtAod4nEADA • https://www.sbs.nhs.uk/procurement/procurement-support-through-commissioning-cycle • http://www.audit-commission.gov.uk/
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.supplychain.nhs.uk/ • http://www.nursingleadership.org.uk/publications/Budget.pdf • http://www.hfma.org.uk/ • https://www.gov.uk/government/publications/national-tariff-payment-system-2014-to-2015 • http://www.nhs.uk/choiceintheNHS/Yourchoices/personal-health-budgets/Pages/about-personal-health-budgets.aspx

Module Title	Preparation for Employment
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	6
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_6_004
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 and 2 BSc(Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Zoe Linekar Email: linekaz2@lsbu.ac.uk
Short Description (max. 100 words)	This module will support students to focus on firming up employment prospects. It will support students with the necessary tasks of job seeking, application processing and interview skills. This module will be supported with observational visits to future employers.
Aims	This module aims to prepare students for employment or further study. It will encourage students to become self-motivated to seek the career of their choice.
Learning Outcomes	Knowledge and Understanding: <ul style="list-style-type: none"> • Critically review key roles and organisational values within health and social care • Evaluate SWOT analysis carried out in year 1 and reassess against personal development and knowledge gained over the last two years through critical reflection.

	<p>Intellectual Skills:</p> <ul style="list-style-type: none"> Analyse their strengths and skills and evaluate in relation to possible roles and organisational values within health and social care Integrate strategic thought processes to assess, plan and enact such a plan <p>Practical Skills:</p> <ul style="list-style-type: none"> Apply solutions in order to devise an action plan and meet deadlines
Employability	This module is designed to provide students with a detailed understanding of the processes needed to secure employment of their choice in the health or social care sector. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.
Teaching and learning pattern	This module is taught using a combination of lectures, tutorials, self-directed study, group work and blended learning.
Indicative content	<ul style="list-style-type: none"> Review of SWOT analysis from module 1 and transition from level 4 to level 6 Roles and career opportunities Support with job seeking process, including support from the University Enhanced reflective skills Review of functional skills (literacy, numeracy and ICT) How assessment centres work Value based recruitment Writing skills Active CV's Completing application forms Personal statements Interview skills, presentation skills and mock interviews Handling rejection and refocusing targets Making the most of post-interview feedback
Assessment method	<p>Formative Assessment: Students will be required to prepare a CV and supporting statement against an identified role description which is criterion based.</p> <p>Summative Assessment:</p> <p>Two elements of assessment</p> <p>Element 1</p> <p>Students will be required to complete a 3000 word critical reflection on their personal development throughout the course, supported by evidence from contemporary literature.</p> <p>100% weighting, pass mark 40%</p>

	<p>Element 2</p> <p>Students will be required to submit a completed application form for a post in health and social care.</p> <p>0% weighting, Pass/ Fail</p> <p>Students must pass both components to pass the module.</p>
<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Calandra, G. N. (2014) The Expert's Job Seeking Methods: Success Through Proven Techniques. • Gane, K. M. (2014) 100% Job interview success: How to Always Succeed At Job Interviews, Techniques, Do's and Don't's Interview Questions. • Gilligan, N. (2014) Successful Interview Tips, Techniques, and Methods for Job Seekers and Career Changers: How to Prepare for Interviews • Whitmell, C. (2014) How to Write a CV – Pain-free CV writing that gets job interviews and kick start your career.
<p>Other Learning Resources</p>	<p>Electronic sources</p> <ul style="list-style-type: none"> • http://www.hscic.gov.uk/ • http://www.kingsfund.org.uk/ • https://www.gov.uk/government/organisations/monitor • http://www.cqc.org.uk/

Module Title	Leadership
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	6
Semester	<input type="checkbox"/> Sem 1 <input checked="" type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_6_006
JACS Code	B900
Credit Value	20
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 39 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 26 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 135
Pre-requisite Learning	Successfully completed Year 1 and 2 BSc(Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Jon Gullidge Email: gullidgj@lsbu.ac.uk
Short Description (max. 100 words)	Health and social care is facing a wide array of unprecedented changes and challenges. To meet such an array of needs it is recognised that appropriate leadership is vital. This module will build on the students' knowledge and skills gained in other modules to enable students to realise their leadership potential using the Healthcare Leadership Model (2013).
Aims	This module aims to enable the students to understand how their leadership behaviours affect the culture and climate in which they work both personally, with peers and within teams in health and social care. The students will realise what they do and how they behave will affect the experiences of service users of organisations, the quality of care provided, and the reputation of the organisation itself.

Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Analyse existing understanding of leadership Critique personal leadership skills in relation to the Healthcare Leadership Model Evaluate the barriers and the opportunities currently associated with leadership within health care settings. <p>Intellectual Skills:</p> <ul style="list-style-type: none"> Create a vision for their future leadership action and a Personal Development Plan to realise this. <p>Practical Skills:</p> <ul style="list-style-type: none"> Apply the findings from the self-assessment tool to their own performance and potential as a leader in health and social care settings. Apply effective leadership skills to managing meetings <p>Transferable Skills:</p> <ul style="list-style-type: none"> Leadership skills Self-analysis
Employability	This module is designed to provide students with a detailed understanding of the knowledge and skills needed by health and social care services in terms of leadership. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.
Teaching and learning pattern	This module is taught using a combination of lectures, tutorials, self-directed study, group work, role play and blended learning.
Indicative content	<p>The healthcare leadership model</p> <p>The nine leadership dimensions in detail</p> <p>Relating the model to your role</p> <p>Self-assessment tool</p> <p>Personal development planning (PDP)</p> <p>Leading meetings</p> <p>Relating the Healthcare Leadership Model to other leadership frameworks</p> <p>Barriers and opportunities associated with leadership</p> <p>Your five year career vision</p>
Assessment method	<p>Formative Assessment:</p> <p>Students will be expected to contribute to a formal debate using a healthcare leadership model when the house proposed that “leadership in both health and social care is failing to execute the full range of responsibilities at all levels.”</p> <p>Summative Assessment:</p> <p>This assessment will require the student to evaluate their current knowledge, skills, attitudes and behaviours using a Healthcare</p> <ul style="list-style-type: none"> Leadership Model, and complete PDP Evaluation – 3000 words

	(Two elements of assessment, the PDP with 40% and the evaluation with 60% weighting and must achieve 40% pass mark in each element)
Indicative Sources (Reading lists)	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Alimo-Metcalf, B. and J. Alban-Metcalf (2012). Engaging Leadership: Creating Organisations that Maximise the potential of their people. London, CIPD. • Gopee, N. and Galloway, J. (2013) Leadership and management in healthcare. 2nd Ed. London: Sage • Jones, L. and Bennett, C. (2012) Leadership in health and social care: an introduction for emerging leaders. Banbury: Lantern Publishing • Mullins, L. (2013) Management and organisational behaviour. 10th Ed. Harlow: Pearson Education • Western, S. (2013) Leadership: a critical text. 2nd Ed. London: Sage
Other Learning Resources	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.hscic.gov.uk/ • http://www.kingsfund.org.uk/ • https://www.gov.uk/government/organisations/monitor • http://www.cqc.org.uk/

Module Title	Project
Course Title	BSc (Hons) Health and Social Care
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Institute of Vocational Learning
Parent Course (if applicable)	BSc (Hons) Health and Social Care
Level	6
Semester	<input checked="" type="checkbox"/> Sem 1 <input type="checkbox"/> Sem 2 <input type="checkbox"/> Both
External Examiner	Joanne Lay
Module Code	HSC_6_007
JACS Code	B900
Credit Value	40
Student Study Hours	Contact Hours: <i>Scheduled and timetabled hours during which the students learning activity is undertaken under the direct supervision of a lecturer.</i> 8 Blended Learning Hours: <i>The electronic learning which is a part of every module</i> 0 Student Managed Learning Hours: <i>Any period of time over and above timetabled hours during which the student is expected to undertake learning activities related to the module, or any timetabled hours during which the students learning activity is undertaken without the direct supervision of a lecturer</i> 392
Pre-requisite Learning	Successfully completed Year 1 and 2 BSc(Hons) Health and Social Care: Administration and Management or awaiting outstanding results.
Co-requisites	None
Excluded combinations	None
Module co-ordinator	The module co-ordinator is the single member of academic staff who is responsible for co-ordinating the teaching and assessment of the module. Name: Zoe Linekar Email: linekaz2@lsbu.ac.uk
Short Description (max. 100 words)	This module will enable the students to consolidate the knowledge and skills contained in the other modules within this degree. It will provide the students with the information required to design the project, research it and write it. Lectures will address common issues, however the students will be expected to develop independently and meet with their supervisor to ensure they are progressing and meeting their objectives. The students will be directed to select one area of inquiry and investigate it fully before they synthesise their thoughts into the assignment.
Aims	This module will enable students to show: a clear understanding and knowledge of the area under investigation clarity of thought and ability to connect information from different spheres of service delivery an ability to structure their thoughts and support their arguments with evidence under the guidance of an academic supervisor.

	The module will develop the key skills for researching their chosen project and preparing a finished manuscript. The project enables the student to bring together learning from other modules on the course, and enables them to demonstrate how they are able to organise their ideas and to manage their time effectively.
Learning Outcomes	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Evaluate an investigative approach into the chosen area of inquiry. • Evaluate own learning and progress. <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Explore a topic in depth and present coherent discussion <p>Practical Skills:</p> <ul style="list-style-type: none"> • Apply effective communication skills to present and argue a case with evidence. <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Plan own work and schedule • Set and meet deadlines to meet set objectives • Determine investigative processes • Negotiate and reach agreements • Present oral and written arguments
Employability	This module is designed to provide students with a detailed understanding of the knowledge and skills needed by health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.
Teaching and learning pattern	This module is taught using two lectures with individual tutorials and self-directed study. Students will be required to identify a workplace which has agreed to allow them a “work experience” of a minimum of 225 hours.
Indicative content	<ul style="list-style-type: none"> • Project structure, planning and managing time • Investigative methodologies • Review of techniques for searching for literature and accessing library resources.
Assessment method	<p>Formative Assessment: Students will meet regularly with their supervisor during the module to gain advice on literature searching and to present sections of the project for comment. They are entitled to have up to 2 complete drafts of the project read by the supervisor and to receive oral comments on those drafts. Students are offered up to two hours of support from their supervisor.</p> <p>Summative Assessment: Students will be expected to submit an extended assignment giving a detailed review of either:</p> <ul style="list-style-type: none"> • A service user’s journey of engagement with health or social care.

	<ul style="list-style-type: none"> • Identify a change within health or social care and discuss the full impact on the service user, the service provision or costs involved • Identify one aspect of health or social care and review it as a service need, usage, cost and delivery. <p>5000 words</p> <p>(One element of assessment with 100% weighting and 40% pass mark)</p>
<p>Indicative Sources (Reading lists)</p>	<p>Core materials: (Max 5)</p> <ul style="list-style-type: none"> • Ford, N. (2012) The essential guide to using the Web for research. London; Thousand Oaks, California, Sage Publications • Walliman, N. (2013) Your undergraduate dissertation: the essential guide for success. London: Sage Publications Ltd • Seale, C. (2017) Researching Society and Culture. 4th Ed. London; Thousand Oaks, California, Sage Publications • Kent, R.A (2015) Analysing Quantitative Data. London; Thousand Oaks, California, Sage Publications • Green, J. Thorogood, N. (2018) Qualitative Methods for Health Research. 4th Ed. London; Thousand Oaks, California, Sage Publications
<p>Other Learning Resources</p>	<p>Electronic resources</p> <ul style="list-style-type: none"> • http://www.hscic.gov.uk/ • http://www.kingsfund.org.uk/ • https://www.gov.uk/government/organisations/monitor • http://www.cqc.org.uk/