

BA (Hons) Top-Up Health and Social Care

Programme Quality Handbook

Validated in September 2017

Checked and Amended by WC 05/08/2021

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1. Programme Specification

Programme/award title(s)	BA (Hons) Top-Up Health and Social Care
Teaching Institution	Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2016
Next revalidation	March 2022
Credit points for the award	360 (120 at level 4; 120 at level 5; & 120 at level 6)
UCAS Code	J3HR
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	QAA Health Studies (2008); Social Work (2008)
Other external and internal reference points used to inform programme outcomes	The Framework for Higher Education Qualifications (FHEQ) (2015) Foundation Degree Qualification Benchmark (FDQB) (2010)
Professional/statutory recognition	SEEC Credit Level Descriptors (2010)
Duration of the programme for each mode of study (P/T, FT,DL)	Three years Full Time Six years Part Time
Dual accreditation (if applicable)	QCF Level 3 Health & Social Care Studies
Date of production/revision of this specification	March 2016

Educational aims and objectives

The Programme is intended to:

Provide a rigorous study of the theory and principles underlying Health and Social Care

Provide students with an opportunity to obtain an in-depth knowledge and understanding of selected areas of interest within the health and social care sector

Develop an ability to compare and critically evaluate a range of theories, policies and practices within the Health and Social Care Sector

Develop in students the ability to communicate effectively, to undertake independent learning and become a reflective practitioner

Prepare students for and facilitate development of a career in health and social care settings

Prepare students for assessment against National Occupational Standards

Be accessible to people of all ages and with diverse vocational experiences

Develop students' skills to undertake primary research

Relationship to other programmes and awards

The BA (Hons) Top-Up Health and Social Care programme has been written as a progression route for students who have completed the Foundation Degree in Health and Social Care with Bridgwater and Taunton College.

It may also be possible for students who have completed a Foundation Degree in a relevant subject area with another institution, to enrol on this programme. This is subject to The Open University regulations and it would be considered on a case-by-case basis and assessed at the initial interview.

2. Programme Outcomes

2.1 Intended Learning outcomes are listed below for Level 6 BA (Hons) Health and Social Care

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>A6: Demonstrate the critical and reflective abilities to recognise how personal, cultural and theoretical assumptions affect theory, research and practice in Health and Social care</p> <p>A7: Demonstrate conceptual understanding of the arguments and evidence in current debates about the future direction of professional practice</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key knowledge and understanding is assessed via a combination of individual and group presentations, seminars, critical reflective practice essay and a primary research project.</p>

Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>B5: Adopt problem solving and solution focused approaches to health and social care problems within a framework of equality, person centred practice whilst recognising the need for flexibility and adaptability in meeting the changing social demands.</p> <p>B6: Reflect on and evaluate personal and professional development needs within the conceptual and value bases of health and social care.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Cognitive Skills are assessed via a combination of individual and group presentations, seminars, critical reflective practice essay and a primary research project.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>C5: Manage deadlines, workloads and collaborations successfully, within the parameters of autonomous learning.</p> <p>C6: Summarise, synthesise and evaluate existing data and research findings in a specific health and social care context.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Practical and Professional skills are assessed via a combination of individual and group presentations, seminars, critical reflective practice essay and a primary research project.</p>

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be expected to:</p> <p>D6: Demonstrate a constructive and positive approach to group discussions.</p> <p>D7: Examine issues and make suggestions that could advance and improve health and social care practice.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures. • One-to-one / group seminars and tutorials. • Directed and independent study. • Research and project work. <p>Secondary</p> <ul style="list-style-type: none"> • Case studies. • Problem-solving exercises. • Effective online research. <p>Assessment</p> <p>Key/transferrable skills are assessed via a combination of individual and group presentations, seminars, critical reflective practice essay and a primary research project.</p>

3. Programme Structure

The diagrams below document the module structure for Level 6 of the BA (Hons) Top-Up qualification for full time students.

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional Modules	Credit points
Advanced interpersonal Skills	20	Evidence in Practice	20
Critical Practice	20	Counselling Theory	20
Dissertation	60		

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will be awarded a BA (Hons) qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and only 60 credits at level 6 will be awarded a non-honours Ordinary Degree

14.4. Programme Structure - Part-time

There are no set modules per year for the part time programme. Learners who wish to undertake the programme part time will have the options explained at interview each year of which modules can be undertaken each year.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 will be awarded a BA (Hons) qualification.

Students who have successfully achieved 120 credits at level 4, 120 credits at level 5 and only 60 credits at level 6 will be awarded a non-honours Ordinary Degree

14.5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

- Provides a focused programme of study for students in the discipline of health and social care
- Equips graduates with a range of skills securely underpinned by knowledge of the fundamental principles of health and social care practice, and a clear understanding of how to apply those skills and how to progress them in the work place
- Develops and formalises strategies, problem-solving skills and other general transferable skills appropriate to employment
- Encourages analysis of current issues affecting the health and social care sector
- Incorporates substantial work based learning which encourages students to apply theories and policies into services for children and adults
- Incorporates various modes of delivery for flexibility and diversity, utilising online learning technologies, blended learning and student –friendly timetabling
- Provides students with an opportunity to undertake a small scale research project which is undertaken with a health and social care context

14.6. Support for students and their learning

During induction week all students are provided with a personal tutor. Formal meetings with the personal tutor are scheduled a minimum of three times per year.

Additional pastoral tutorials can be arranged if necessary.

The HE Study Centre (sited within the main campus building) provides students with academic support in relation to research and writing.

An HE academic support officer is available across the academic year in support of students with dyslexia, dyspraxia, learning difficulties and mental health issues.

14.7. Criteria for admission

To commence the BA candidates must have:

1. GCSE English grade 4 or above or A*-C (IELTS Level 6 or above for students whose first language is not English)
2. Mathematics grade 4 or above or A*-C (or Maths functional skills at level 2)
3. At least 80 UCAS Tariff points from one of the following:
 - AS/A2
 - BTEC Qualifications (QCF) MPP (Extended), MM (Diploma), DM (90 Credit Diploma)
 - Access to HE course in a relevant subject area
 - Or equivalent

Where relevant students will be required to attend an interview.

Due to the nature of these courses, you will be required to undergo a Disclosure and Barring Service check (formerly known as CRB) prior to commencing any placement work.

14.8. Language of study

All classes are conducted in English. If English is not your first language you will be asked to provide evidence of your English language ability in order to apply and start the course. The standard English language requirement for entry is IELTS 6.0 or equivalent.

14.9. Information about assessment regulations

Assessment will take the form of:

Formative Assessment – this is an interim review of student work undertaken at key points during particular modules. It provides an indicative measure of student progress, allows students to consider their work in relation to that of their peers, allows students to agree with staff any adjustments needed in order to satisfy course requirements, and is designed to help staff improve student performance. It does not contribute to the final unit mark.

Summative Assessment - is that carried out at the end of a module. It provides an evaluation of student progress at the end of the module, generates a module mark, and confirms the conditions for referral or retake.

The Purpose of Assessment

Assessment measures student performance in completed module. It is therefore retrospective and should not necessarily be taken as a guide to future success.

Assessment can have the following purposes:

- To measure student performance over a specified part of the course by published criteria against a stated requirement;
- To provide students with feedback about their performance, helping them to identify strengths and weaknesses;
- To determine the suitability to progress to the next stage of the course;
- To determine the award of an appropriate qualification.

The assessment process is designed to recognise and credit students' achievement, rather than to penalise failure. If a student fails a module there will be a further chance to improve work and pass. Refer to Academic Regulations for further guidance.

14.10. Methods for evaluating and improving the quality and standards of teaching and learning.

The quality of the programme is annually monitored through evaluating:

- External examiner reports (considering quality and standards).
- Teaching observations and staff development reviews.
- Statistical information, considering issues such as pass rate.
- Student feedback (Student Voice), including module evaluation questionnaires.

The course team use this information to undertake annual monitoring, which, in turn, is monitored by the Bridgwater and Taunton College Senate.

Annexe 1 - Curriculum map – Level 6

		Programme outcomes							
Level	Study module/unit	A6	A7	B5	B6	C5	C6	D6	D7
6	Advanced Interpersonal Skills				✓				
	Counselling Theory			✓					
	Critical Practice	✓			✓			✓	
	Dissertation	✓	✓			✓	✓		✓
	Evidence In Practice						✓		

Level 6 Module Specifications



Module specification HSC301

1. Factual information			
Module Code	HSC301		
Module title	Advanced Interpersonal Skills	Level	6
Module tutor	Cathy Strange	Credit value	20
Module type	taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

In this module students will be introduced to concepts of the care relationships and the value of reflection. The module will introduce students to the theoretical models of personal and professional communication including some models of identity. They will also be encouraged to explore and reflect on the application of care values and will analyse the impact of inequality, power and diversity in relation to engaging with the experiences of the cared for.

3. Aims of the module

- To apply interpersonal communication strategies to health and social care situations.
- To apply theoretical principles of communication and diversity to the formation and maintenance effective relationships in care practice.
- To encourage interpersonal skill development and self-reflection within the caring environment.

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Analyse the underlying theoretical and research base informing communication and interpersonal skills in care practice.</p> <p>A2: Appraise the importance of self-awareness, self-monitoring, professional boundaries and emotional resilience in care practice. A3: Evaluate the impact of understanding human differences and diversity; including power and inequalities within care relationships.</p>	Lectures, seminars and tutorials
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Reflect on own interpersonal skills and examine the role of the carer.</p>	Lectures, seminars and tutorials
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Support the use of insight to engage with others in order to build compassionate and effective relationships, with a particular focus on communicating with those who may be considered vulnerable.</p>	Lectures, seminars and tutorials
D Key transferable skills	Learning and teaching strategy
None assessed	

6. Indicative content.

This module combines the study of theoretical perspectives of communication in care with care practices and self-reflection.

- Exploration of the care relationship
- Principles of diversity and identity theory
- Ethical considerations in care practice
- Examination of power relationships in care
- Reflective practice

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes				
	A1	A2	A3	B1	C1
Assignment	X	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Cathy Strange strangec@btc.ac.uk

10. Key reading list (Please use standard Harvard referencing in this section)

Adams, R. Dominelli, L. and Payne, M (2002) *Social Work. Themes, Issues and Critical Debates*. 2nd Basingstoke:Palgrave

Argyle, M. (1994) *The Psychology of Interpersonal Behaviour* (5th). London: Penquin.

Belbin, M.R. (1994) *Management Teams – Why they succeed or fail*. Oxford. Butterworth. Heinemann.

Biesta, G. (2007) 'Who Is there?: finding the other in the self', in Stengel, B.S. (2007) *Philosophy of Education Yearbook 2007*, pp. 42-45. Available at: http://131.91.129.219/humanitieschair/PES_Biesta.pdf

Bolton, G. (2005) *Reflective practice: writing and professional development*. (2nd) London: Sage.

Chung Yan, M (2008) *Exploring Cultural Tensions in Cross-Cultural Social Work Practice*. *Social Work*: 53: 4, 317-328

Duck, S. (1999) *Relating to Others*. Buckingham: OUP

Dwyer, D. (2000) *Interpersonal Relationships*. Routledge Henderson, J and Atkinson, D (2003) *Managing Care in Context*. London: Routledge.

Ghaye, T. (1997) *Learning Journals and Critical Incidents; reflective practice for healthcare professionals*. Dinton. Quay Books.

Guirdham, M. (1995) *Interpersonal Skills at Work*. (2nd) Prentice Hall. Hayes, J. (2002) *Interpersonal Skills at Work* (2nd). London: Routledge

Jasper, M. (2003) *Beginning Reflective Practice*. Cheltenham. Nelson Thomas Limited. Johns, C. (2004) *Becoming a reflective practitioner*. (2nd). Oxford: Blackwell.

10. Key reading list (Please use standard Harvard referencing in this section)

Koprowska, J. (2014) *Communication and interpersonal skills in social work*. 4th edn. London: Sage

Laverty, M. (2011) *Can You Hear Me Now? Jean-Jaques Rousseau on Listening Education*, *Educational Theory*, 61: 2, 155 – 169. Martin, V and E, Henderson. (2004). *Managing in Health and Social Care*. Routledge. London

Robb, M, Seden, J and Reynolds, J (2003) *Managing Care in Practice*. Routledge. London Schon, DA. (1996) *The Reflective Practitioner: how professionals think in action*. (4th) Arena. Shusterman, R. (2007) *Self-Knowledge and Its Discontents*, *Philosophy of Education*, 25 – 37. Stewart, W. (2001) *3rd An A-Z of Counselling Theory and Practice*. UK: Nelson Thomas Limited.

Thompson, N. (2011) *Effective communication: a guide for the people professions*. 2nd edn. Basingstoke: Palgrave Macmillan

Thompson, N. (2009) *People Skills* (3rd) Basingstoke: Palgrave Macmillan.

Wilkins, P. (2000) *Unconditional Positive Regard Reconsidered*, *British Journal of Guidance & Counselling*, 28: 1, 23-36

11. Other indicative text (e.g. websites)

Module specification HSC305

1. Factual information			
Module Code	HSC305		
Module title	Counselling Theory (Optional)	Level	6
Module tutor	Tbc	Credit value	20
Module type	Taught	Notional learning hours	200

2. Rationale
<p>Practitioners in health and social care are increasingly working with service users with difficult and complex issues and concerns. The module is designed to show the evidence based nature of counselling theory and practice and how it can be vocationally relevant to health and social care contexts. There are clear links between this module and the critical practice and advanced interpersonal skills modules.</p>

3. Aims of the module
<ol style="list-style-type: none"> 1. To explain and critically evaluate the therapeutic process, using appropriate theories and models from counselling and related disciplines. 2. To explore contemporary issues in counselling and apply theories and models of counselling and related disciplines to health and social care settings.
4. Pre-requisite modules or specified entry requirement
None

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A1: identify and explain the therapeutic process and key ideas of humanistic, psychodynamic and cognitive behavioural theories and models of counselling</p>	Lectures, seminars and tutorials
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i> B1: critically appraise the key ideas of humanistic, psychodynamic and cognitive behavioural theories and models of counselling</p>	Lectures, seminars and tutorials
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> C1: identify and recognise how listening and responding skills can be used in conjunction with the key ideas of humanistic, psychodynamic and cognitive behavioural theories and models of counselling C2: Critically evaluate the impact of the key ideas of humanistic, psychodynamic and cognitive behavioural theories and models of counselling on health and social care settings</p>	Lectures, seminars and tutorials

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Develop self- awareness and self – evaluation in conjunction with the key ideas of humanistic, psychodynamic and cognitive-behavioural theories of counselling.</p>	Lectures, seminars and tutorials

6. Indicative content.

<p>The module will study the therapeutic process and theoretical perspectives in counselling. Psychodynamic, humanistic and behavioural approaches will be studied.</p>
<p>A problem-based learning approach focusing on group exercises will be also be adopted to include:</p> <ul style="list-style-type: none"> • Personal effectiveness and self – awareness exercises • Interaction and assertiveness skills • Verbal, non-verbal and written communication • The module will also focus on ethical issues in counselling and helping work.
<p>7. Assessment strategy, assessment methods and their relative weightings</p>
<p>100% Coursework</p>

8. Mapping of assessment tasks to learning outcomes					
Assessment tasks	Learning outcomes				
	A1	B1	C1	C2	D1
Assignment	X	X	X	X	X

9. Teaching staff associated with the module	
Name and contact details	
Cathy Strange – strange@btc.ac.uk	

10. Key reading list (Please use standard Harvard referencing in this section)	
COUNSELLING SKILLS	
Culley, S. & Bond, T. (2011) <i>Integrative Counselling Skills in Action</i> , 3rd edn. London: Sage	
Egan, G. (2014), <i>The Skilled Helper: A Client-Centred Approach</i> , Andover: Cengage Learning	
McLeod, J. (2013) <i>An introduction to Counselling</i> , 5th edn. Maidenhead: Open University Press	
Nelson Jones, R. (2014) <i>Practical Counselling and Helping Skills</i> , 6th edn. London: Sage	
Sanders, P., Frankland, A. & Wilkins, P. (2009) <i>Next Steps in Counselling Practice</i> , 2nd edn. Ross-on-Wye: PCCS	
Sanders, P. (2011) <i>First Steps in Counselling</i> , 4th edn. Ross-on-Wye: PCCS	
Thompson, N. (2015), <i>People Skills</i> , 4th edn. Basingstoke: Palgrave MacMillan	
THEORY OVERVIEW	
Dryden, W. & Reeves, A. (2013) <i>Handbook of Individual Therapy</i> , 6th edn. London: Sage	
Dryden, W; Mytton, J. (1999) <i>Four approaches to Counselling and Psychotherapy</i> London: Routledge	
Hough, M. (2014) <i>Counselling Skills and Theory</i> , 4th edn. Abingdon: Hodder Education 158.3	
Stewart, W. (2013) <i>An A-Z of Counselling Theory and Practice</i> 5th edn. Andover: Cengage	
HUMANISTIC (PERSON CENTRED) THEORY	

10. Key reading list (*Please use standard Harvard referencing in this section*)

Culley, S. and Bond, T. (2011) ***Integrative Counselling Skills in Action***, 3rd edn. London: Sage
Mearns, D and Thorne, B. (2013) ***Person Centred Counselling in Action***, 4th edn. London: Sage
Rogers, C.R. (1951), ***Client Centered Therapy***, London: Constable
Rogers, C. (1988) ***On Becoming a Person: A Therapist's View of Psychotherapy***, London: Constable
Sanders, P. (2006) ***The Person-Centred Counselling Primer***, PCCS
Thorne, B. & Sanders, P. (2013) ***Carl Rogers***, 3rd edn. London, Sage

HUMANISTIC THEORY (TRANSACTIONAL ANALYSIS)

Berne, E. (1966) ***Games people Play***, Harmondsworth: Penguin
De Board, R. (1998) ***Counselling For Toads***, London: Brunner-Routledge
Stewart, I. & Joines, V. (2012) ***T.A. Today***, 2nd edn. Melton Mowbray: Lifespace
Sills, C; Fish, S; Lapworth, P. (1993) ***Transactional Analysis Counselling*** London: Speechmark
Stewart, I. (2013) ***Transactional Analysis Counselling in Action***, 4th edn. London: Sage

HUMANISTIC THEORY (GESTALT)

Clarkson, P. & Cavicchia, S. (2013) ***Gestalt Counselling in Action***, 4th edn. London: Sage
Joyce, P. & Sills, C. (2014) ***Skills in Gestalt Counselling and Psychotherapy***, 3rd edn. London: Sage

COGNITIVE BEHAVIOURAL THERAPY

Nelson-Jones, R. (2006) ***Human Relationship Skills: Coaching and Self-Coaching***, 4th edn. Hove: Routledge
Trowler, P. (2015) ***Cognitive Behavioural Counselling in Action***, 3rd edn. London: Sage

PSYCHODYNAMIC THEORY

Cleese J. and Skynner, R (1993) ***Families and How to Survive Them*** London: Methuen
Jacobs, M. (2010) ***Psychodynamic Counselling in Action***, 4th edn. London: Sage

ADDITIONAL READING

10. Key reading list (Please use standard Harvard referencing in this section)

Axline, V. (1964) *Dibs - In Search of Self*, Harmondsworth: Penguin

Bager-Charleson, S. (2010) *Reflective Practice in Counselling and Psychotherapy*, Exeter: Learning Matters

Bowlby, J.(1979) *The making and breaking of Affectional Bonds* London: Routledge Bowlby, J. (1988) *A Secure Base - Applications of Attachment Theory* London: Routledge Dickson, A. (2012) *A Woman in Your Own Right*, London: Quartet Books

Houston, G. (1987) *The Red Book of Groups and How to Lead Them Better*, 2nd edn. London: The Rochester Foundation

11. Other indicative text (e.g. websites)

British Association for Counselling and Psychotherapy web-site www.bacp.co.uk

CPCAB website www.cpcab.co.uk

Module specification HSC302

1. Factual information			
Module Code	HSC302		
Module title	Critical Practice	Level	6
Module tutor	Warwick Blenkinsop	Credit value	20
Module type	Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>Social care workers intervene in people's lives and apply judgements to (often) complex situations; there are many approaches to dealing with these situations before deciding on best practice. As a 'critical practitioner' we may be engaged in the midst of these complex situations struggling with our own ideas and values as well as the views of those around us. To add to the complexities, practitioners often uphold the view of the vulnerable person, the person who is seldom heard.</p> <p>Critical reflection and critical action are skills practitioners need to develop. Critical practice gives us a way of organising our thinking and action to respond to uncertainty. Critical social theories set out to challenge the commonplace assumption in the reflexive process of being critical. Critical practice is also about critical thinking which leads to action; thinking and action are bound together in social care work through the reflexive cycle .</p> <p>This module links closely with Advanced Interpersonal Skills and Evidence in Practice.</p>

3. Aims of the module
<p>The aim of this module is to enable students to engage with current changes, demands, challenges, conflicts and tensions within the health and social care sector, and within their own practice. The module enables students to develop the skills of critical practice so that, as practitioners they are able to reflect upon, and question their knowledge base and relationship with the people to whom they provide services.</p> <p>The main focus will be to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore the concept of Critical Practice in Health and Social Care to enable students to reflect upon their practice within the context of critical practice, and being a critical practitioner <input type="checkbox"/> Enable students to develop the skills and knowledge for critical practice and continual professional development <input type="checkbox"/> Enable students to focus upon the ideas of critical analysis, critical reflexivity and critical action
4. Pre-requisite modules or specified entry requirements
None

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 : Synthesise and critically evaluate previous knowledge and practice experience</p> <p>A2 : Critically analyse Critical Social Theories</p>	Lectures, seminars and tutorials
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Demonstrate a comprehension of the concept of critical practice</p>	Lectures, seminars and tutorials
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Demonstrate an ability to develop and reflect their practice as critical practitioners, within a critical practice framework</p>	Lectures, seminars and tutorials
D Key transferable skills	Learning and teaching strategy
None assessed	

6. Indicative content.

The module will be delivered by a series of lectures, student-led seminars and enquiry and action learning. Students will be expected to reflect upon their practice in learning sets and by themed group exercises in order to develop the skills required for critical practice. The module content will focus upon theories related to: critical thinking, reflexivity, reflective and critical reflective practice, values in critical practice and narrative approaches to critical practice.

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	A2	B1	C1
Assignment	x	x	x	x

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop: blenkinsopw@btc.ac.uk

10. Key reading list (*Please use standard Harvard referencing in this section*)

Adams, R., Dominelli, L. and Payne, M. (2009) *Social work: themes, issues and critical debates*. 3rd edn. Basingstoke: Palgrave Macmillan
Adams, R., Dominelli, L. and Payne, M. (2005) *Social work futures: crossing boundaries, transforming practice*. Basingstoke: Palgrave Macmillan
Banks, S. (2012) *Ethics and values in social work*. 4th edn. Basingstoke: Palgrave Macmillan
Brechin, A., Brown, H. and Eby, M. A. (2000) *Critical practice in health and social care*. London: Sage

Brotherton, G., Davies, H., McGillivray, G. and Parker, S. (2013) 'Learning through work and placements: becoming reflective' In Brotherton, G. and Parker, S. (2013) *Your foundation in health and social care: a guide for foundation degree students*. 2nd edn. London: Sage

Fook, J. (2012) *Social work: a critical approach to practice*. 2nd edn. London: Sage

Fraser, S. and Matthews, S. (2008) *The critical practitioner in social work and health care*. Milton Keynes: Open University

Glasby, J. (2011) *Evidence, policy and practice: critical perspectives in health and social care*. Bristol: The Policy Press

Houston, S. (2001) Beyond social constructionism: critical realism and social work, *British Journal of Social Work*, 31(6), 845-861

Hugman R (2013) *Culture, values and ethics in social work: embracing diversity*. London: Routledge

Jones, K., Cooper, B. and Ferguson, H. (2008) *Best practice in social work: critical perspectives*. Basingstoke: Palgrave Macmillan

Knott, C. and Scragg, T. (2013) *Reflective practice in social work*. 3rd edn. London: Learning Matters Ltd

Parker, S. (2013) 'Values in practice' In Brotherton, G. and Parker, S. (2013) *Your foundation in health and social care: a guide for foundation degree students*. 2nd edn. London: Sage

10. Key reading list (Please use standard Harvard referencing in this section)

Robb, M. and Thomson, R. (2010) *Critical practice with children and young people*. Bristol: The Policy Press

Schon, D. A. (1996) *The reflective practitioner: how professionals think in action*. 4th edn. Aldershot: Ashgate Publishing Ltd

Stepney, P. (2006) Mission impossible?: critical practice in social work, *British Journal of Social Work*, 36(8), 1289-1307

Taylor, C. and White, S. (2000) *Practising reflexivity in health and welfare: making knowledge*. Buckingham: Open University Press

Taylor, C. and White, S. (2001) Knowledge, truth and reflexivity, *Journal of Social Work*, 1(1), 37-59

Thompson, S. and Thompson, N. (2008) *The critically reflective practitioner*. Basingstoke: Palgrave Macmillan

Thompson, N. (2011) *Promoting equality: working with diversity and difference*. 3rd edn. Basingstoke: Palgrave Macmillan

Timmins, F. (2006) Critical practice in nursing care: analysis, action and reflexivity, *Nursing Standard*, 20(39), 49-54

White, S., Fook, J. and Gardner, F. (2006) *Critical reflection in health and social care*. Maidenhead: Open University Press

11. Other indicative text (e.g. websites)

Module specification HSC303

1. Factual information			
Module Code	HSC303		
Module title	Dissertation	Level	6
Module tutor	Warwick Blenkinsop	Credit value	60
Module type	Taught and independent research	Notional learning hours	600

2. Rationale for the module and its links with other modules

This module is an individual, self-directed piece of work. Its contents will be specific to the chosen topic. Students will be expected to demonstrate a knowledge base relevant to the subject of interest as well as knowledge and understanding of appropriate methodologies. There will be guidance on how to obtain ethical clearance in order to carry out the study. The Advanced Research Methods module will support the dissertation.

3. Aims of the module

- to enable students to understand the nature of research in Health and Social Care;
- to enable students to produce a rationale and undertake a small-scale study in Health and Social Care;
- to critically examine various research methodologies and choose those appropriate for the research study;
- to undertake a literature search and write a review of literature related to the chosen topic to support your study;
- to enable students to analyse, synthesise and present their findings fluently and logically;
- to enable students to make ethical considerations whilst designing their study, throughout all stages of the investigation and in the writing up;
- to enhance students' ability to communicate effectively orally by presenting to others some key aspects regarding what they have learned as a result of carrying out the study

4. Pre-requisite modules or specified entry requirements

None

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Identify and justify a worthwhile topic of study.</p> <p>A2: Design and justify an appropriate methodology and incorporate it within the dissertation.</p> <p>A3: Critically consider ethical principles in the design of the research.</p>	Lectures, seminars and tutorials
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Critically evaluate current published research papers within a specific context in health and social care.</p> <p>B2: Analyse data and present a critical evaluation of research-based evidence with reference to a specific context in care.</p>	Lectures, seminars and tutorials
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Design and present an independent research study that is coherent and justified.</p>	Lectures, seminars and tutorials
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Consolidate all their skills in the collection of data and critically analysis for the presentation of findings.</p> <p>D2: Manage the time available to complete their work successfully.</p>	Lectures, seminars and tutorials

6. Indicative content.

This module includes:

- Research paradigms and methodological approaches
- Research design
- Methods
- Quantitative and qualitative data analysis and presentation
- Ethical considerations

7. Assessment strategy, assessment methods and their relative weightings

The independent study will be assessed at three stages of the process:
100% Coursework

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes							
	A1	A2	A3	B1	B2	C1	D1	D2
Research study	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop - blenkinsopw@btc.ac.uk

10. Key reading list (Please use standard Harvard referencing in this section)

General

- Bell, J. & Waters, S. (2014) *Doing your Research Project: A Guide for First-time Researchers*. 6th edn. Maidenhead: Open University Press
- Blaxter, L., Hughes, C. & Tight, M. (2010) *How to Research*. 4th edn. Maidenhead: Open University Press
- Boynton, P.M. (2005) *The Research Companion: A Practical Guide for the Social & Health Sciences*. Hove: Psychology Press
- Bryman, A. (2012) *Social Research Methods*. 4th edn. Oxford: Oxford University Press
- Clough, P. & Nutbrown, C. (2012) *A Student's Guide to Methodology: Justifying Enquiry*. 3rd edn. London: Sage Publications
- David, M. & Sutton, C.D. (2011) *Social Research: An Introduction*. 2nd edn. London: Sage Publications
- Denscombe, M. (2010) *The Good Research Guide for Small Scale Social Research Projects*. 4th edn. Maidenhead: Open University Press
- Flick, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 2nd edn. London: Sage Publications
- Gomm, R. (2009) *Key Concepts in Social Research Methods*. Basingstoke: Palgrave Macmillan
- Gray, D.E. (2014) *Doing Research in the Real World*. 3rd edn. London: Sage Publications
- Hammersley, M. (1993) *Social Research: Philosophy, Politics and Practice*. London: Sage
- Hood, S., Mayall, B. & Oliver, S. (1999) *Critical Issues in Social Research: Power and Prejudice*. Buckingham: Open University Press
- Kumar, R. (2014) *Research methodology: a step-by-step guide for beginners*. 4th edn. London: Sage Publications
- May, T. (2011) *Social Research: Issues Methods and Process*. 4th edn. Maidenhead: Open University Press
- Robson, C. (2011) *Real World Research: A Resource for Users of Social Research Methods in Applied Settings*. 3rd edn. Chichester: John Wiley and Sons
- Thomas, D.R. & Hodges, I.D. (2010) *Designing & Managing your Research Project: Core Skills for Social & Health Research*. London: Sage Publications
- Walliman, N. (2014) *Your Undergraduate Dissertation: the Essential Guide for Success*. 2nd edn. London: Sage Publications

Literature Review

- Aveyard, H. (2010) *Doing a Literature Review in Health & Social Care: A Practical Guide*. Maidenhead: Open University Press
- Coughlan, M., Cronin, P. & Ryan, F. (2013) *Doing a Literature Review in Nursing, Health and Social Care*. London: Sage Publications
- Hart, C. (2001) *Doing a Literature Review: A Comprehensive Guide for the Social Sciences*. London: Sage Publications

Systematic Review

- MacDonald, G. (2002) *Using Systematic Reviews to Improve Social Care*. London: SCIE Available at: <http://www.scie.org.uk/publications/reports/report04.pdf>
- Petticrew, M. & Roberts, H. (2006) *Systematic Reviews in Social Sciences*. Oxford: Blackwell
- Rutter, D., Francis, J., Coren, E. & Fisher, M. (2010) *SCIE systematic research reviews: guidelines*. 2nd edn. London: SCIE. Available at: <http://www.scie.org.uk/publications/researchresources/rr01.pdf>

10. Key reading list (Please use standard Harvard referencing in this section)

Research Approaches

Alvesson, M. (2002) *Postmodernism and Social Research*. Buckingham: Open University Press
Andrews, M., Squire, C. & Tamboukou, M. (2008) *Doing Narrative Research*. London: Sage Publications
Arksey, H. & Knight, P. (1999) *Interviewing for Social Scientists*. London: Sage Publications
Bergman, M.M. (2008) *Advances in Mixed Methods Research: Theories & Applications*. London: Sage Publications
Hammersley, M. & Atkinson, P. (2007) *Ethnography: Principles in Practice*. 3rd edn. Abingdon: Routledge
Holloway, I. & Wheeler, S. (2010) *Qualitative Research in Nursing and Healthcare*. Chichester: Wiley-Blackwell
Morse, J.M. (1994) *Critical Issues in Qualitative Research Methods*, London; Sage Publications
Saks, M. & Allsop, J. (2013) *Researching Health: Qualitative, Quantitative and Mixed Methods*. 2nd edn. London: Sage Publications
Wodack, R. & Meyer, M. (2009) *Methods of Critical Discourse Analysis*, 2nd edn. London; Sage Publications

Ethics

Oliver, P. (2010) *The Student's Guide to Research Ethics*. 2nd edn. Maidenhead: Open University Press
Remenyi, D., Swan, N. & Van Den Assen, B. (2011) *Ethics Protocols & Research Ethics Committees; Successfully Obtaining Approval for your Academic Research*, Reading; Academic Publishing International
Smyth, M. & Williamson, E. (2004) *Researchers and Their 'Subjects': Ethics, Power, Knowledge and Consent*. Bristol: The Policy Press

E Resources

CASP UK Critical Appraisal Skills Website <http://www.casp-uk.net/> The Cochrane Library www.mrw.interscience.wiley.com/cochrane Evidence in Health & Social Care <http://www.evidence.nhs.uk/>
Research-mindedness in Social Work & Social Care www.resmind.swap.ac.uk
Social Care Institute for Excellence <http://www.scie.org.uk/> The National Electronic Library for Health www.nelh.nhs.uk/

11. Other indicative text (e.g. websites) Health and Social Care in the Community Social Policy and Administration

Child and Family Social Work
Children and Society Ageing and Society Disability and Society
British Journal of Learning Disabilities

Module specification HSC304

1. Factual information			
Module Code	HSC304		
Module title	Evidence in Practice (Optional)	Level	6
Module tutor	Tbc	Credit value	20
Module type	Taught	Notional learning hours	200

2. Rationale	
<p>Evidence based practice is becoming increasingly influential in the delivery of Health and Social Care. It is seen as a fundamental principle in the provision of services. This module enables the learner to critically evaluate the concept of evidence based practice and the difficulties that practitioners and managers face in implementing evidence based practice.</p>	

3. Aims of the module	
<p>1. Critically evaluate the concept of evidence based practice and research-mindedness in Health and Social Care</p> <p>2. Enable learners to develop critical appraisal skills</p>	

4. Pre-requisite modules or specified entry requirements	
None	

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> A1: Identify, explain and evaluate the sources of evidence that practitioners and managers use to inform their practice</p>	Lectures, seminars and tutorials
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i> B1: Critically review and appraise the evidence that underpins practice, policy and decision making</p>	Lectures, seminars and tutorials
C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> C1: Identify, explain and evaluate the arguments made in the evidence based practice debate and the role of evidence based practice in Health and Social Care</p>	Lectures, seminars and tutorials
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i> D1: Synthesize information from a range of academic and professional sources</p>	Lectures, seminars and tutorials

6. Indicative content.

- The content and concept of evidence-based practice
- Principles and methods of evidence-based practice
- Evidence-based practice in practice settings
- Evidenced based policy and decision making
- Historical and contemporary obstacles to evidence-based practice
- Methods of evaluation and sources of bias in research
- Critical Appraisal and the evaluation of research
- Research into practice
- Supporting and encouraging research based mindedness in organisations
- Critical thinking and decision making
- Problems of evidence based practice

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	C1	D1
Assignment	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop – blenkinsopw@btc.ac.uk

10. Key reading list *(Please use standard Harvard referencing in this section)*

Aveyard, H. and Sharpe, P. (2013) *A Beginner's Guide to Evidence Based Practice*, 2nd edn. Maidenhead: Open University 362.1072

Barker, J. (2010) *Evidence Based Practice for Nurses*, London: Sage 610.71

Brown B, Crawford P, Hicks C (2003) *Evidence-Based research: Dilemmas and Debates in Health Care*, Maidenhead: Open University Press

Chalmers, I (2005) 'If evidence – informed policy works in practice, does it matter if it doesn't work in theory?' in *Evidence in Practice* 1, 2, 227 - 242

Davies, H.T.O., Nutley, S.M., and Smith, P.C. (Eds.) (2000) *What works?: evidence-based policy and practice in public services*, Bristol: Policy

Glasby, J. (2011) *Evidence, policy and practice: critical perspectives in health and social care*. Bristol: Policy 362.1072

Gomm R and Davies C (Eds.) (2000) *Using Evidence in Health and Social Care*, London: Sage / Open University

Gray, D. E. (2014) *Doing Research in the Real World*, 3rd edn. London: Sage

Gray, M., Plath, D. and Webb, S. (2009), *Evidence Based Social Work: A Critical Stance*, Abingdon: Routle

Hammersley, M. (2005) 'Is the evidence – based practice movement doing more harm than good? Reflections on Iain Chalmers' case for research based policy making and practice', in *Evidence and Policy* 1, 1, 85 - 100

Lindsay, B. (2007), *Understanding Research and Evidence Based Practice*, Exeter: Reflect

McKenna, H., Cutliffe, J., and McKenna, P. (1999) 'Evidence – Based Practice: demolishing some myths' in *Nursing Standard*, 14, 16, 39 - 42

Sheldon B. and Chilvers R. (2001), *Evidence-based Social Care: A Study of Prospects and Problems*, Lyme Regis: Russell House 362.1072

Soydan, H. & Palinkas, L. A. (2014) *Evidence-based practice in social work: development of a new professional culture*. Abingdon: Routledge

Trinder L. with Reynolds (Eds.) (2000) *Evidence-based Practice: a Critical Appraisal*, London: Blackwell Science

11. Other indicative text (e.g. websites) <https://www.evidence.nhs.uk/> <https://www.brookes.ac.uk/library/health/ebp.html> <http://www.scie.org.uk/>
<http://www.communitycare.co.uk/2010/06/18/the-argument-for-evidence-based-practice-in-social-work/>

Assessment Criteria (Levels 6)

Generic Marking Criteria

	LEVEL 6
Outstanding* 86-100% Pass	Critical analysis and synthesis of the possibilities and limitations of methodology and theory. Extremely well -constructed and logically presented argument throughout. Sound ethical reasoning consistently demonstrated. Able to select and apply specific theories to generate innovative solutions to complex situations. Outstanding comprehension of contemporary issues. Excellent application of recent research to practice. Incorporates evidence of consistently safe and highest standards of practice. Leadership and assertive advocacy for clients and colleagues demonstrated where appropriate.
Excellent* 70-85% Pass	Identifies limitations of methodology, theory and scope of practice. Well-constructed and logically presented argument. Sound ethical reasoning demonstrated. Able to select and apply specific theories to complex situations. Excellent comprehension of contemporary issues. Excellent relationship of recent research to practice. Incorporates evidence of consistently safe and best standards of practice. Assertive advocacy for clients and colleagues demonstrated where appropriate.
Very Good* 60-68% Pass	Evidence of ethical reasoning. Evidence of wide knowledge base and critical reading. Evidence of critical reasoning to solve problems. Critical understanding of relevant issues and processes (e.g. Research process). Argument founded on the basis of evidence. Safe and evidence-based practice consistently described or executed. Good range of sources used appropriately. Very well written and engaging.
Good* 50-58% Pass	Well referenced and cited. Applies relevant research to current practice issues. Capacity to analyse concepts and balance arguments. Selects specific and appropriate theory to enhance arguments. Sensitive and insightful empathy demonstrated. Consistent safe practice (described) with some reference to evidence based rationale Structured and clear presentation. Clearly expressed and well structured
Satisfactory 40-48% Pass	Meets the criteria and requirements of the assignment/examination. Meets module specific criteria. Meets relevant Learning Outcomes for module. Some appropriate and relevant theory described. Scope for deeper arguments and issues. Safe practice (described) with some reference to evidence-based underpinning. References, bibliography and/or supporting material generally accurate, but limited Structure and presentation not always clear.
Failure to Achieve a pass grade 30-38%	Does not meet the criteria and requirements of the assignment/examination. Does not meet module specific criteria or relevant Learning Outcomes. Limited analysis or synthesis. Poorly developed argument. Restricted range and understanding of underpinning theory. Inappropriate application of theory to practice. Frequent referencing errors.

<p>Not a pass</p>	<p>Poor understanding of practice issues. Poorly written/presented. Poorly structured. Evidence of unsafe practice</p>
<p>Clear Failure to achieve a pass grade 29% and below</p>	<p>Few or no source references used. Lacking in analysis and synthesis. Poorly informed knowledge base. Limited and inappropriate links between theory and practice. Large number of grammatical and spelling errors Unsafe or ineffective practice</p>