



University
Centre
Somerset

Part of Bridgwater & Taunton College



Bachelor Degree (Hons) in Art – Health and Social Care

Programme Quality Handbook

Academic Year: 2019-20

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1. Programme specification

Programme/award title(s)	Foundation Degree Health and Social Care
Teaching Institution	Bridgwater and Taunton College
Awarding Institution	The Open University (OU)
Date of latest OU validation	March 2018
Next revalidation	
Credit points for the award	240 (120 at level 4; 120 at level 5)
UCAS Code	TBC
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	
Professional/statutory recognition	
Framework for Higher Education Qualifications (FHEQ)	Foundation Degree Qualification Benchmark (FDQB) (2010) SEEC Credit Level Descriptors (2010)
Duration of the programme for each mode of study (P/T, FT, DL)	Two years Full Time Three or Four years Part Time
Dual accreditation (if applicable)	QCF Level 3 Health & Social Studies
Date of production/revision of this specification	February 2016

2. Programme Outcomes

2.1 Intended learning outcomes are listed below for Level 4 FD 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 able to:</p> <p>A1: demonstrate an understanding of the history, concepts, values and skills of health and social care.</p> <p>A2: demonstrate an awareness of the relationship between theory, evidence and practice in 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>Key knowledge and understanding is assessed via a combination of individual and small group presentations, seminars, reflective practice essay, examination and professional discussion.</p>

Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <p>B1: Consistently apply knowledge and wider intellectual skills</p> <p>B2: Deal with complex issues systematically and creatively</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and 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 • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Cognitive skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay, examination and professional discussion.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <p>C1: Reflect on the links between individual experience of health and care issues and the wider social and structural elements relevant to health and well-being.</p> <p>C2: Evaluate, apply and integrate knowledge and understanding of the social processes associated with sources of disadvantage.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and 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 • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Practical and professional skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay, examination and professional discussions.</p>

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>By the end of the programme learners will be able to:</p> <p>D1: Communicate effectively, both written and oral</p> <p>D2: Interact at the appropriate academic level with lecturers, fellow students, Practitioners and Service Users</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and 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 • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Key/transferable skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay, examination and professional discussions.</p>

2.2. Intended Learning outcomes are listed below for Level 5 FD 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>A3: Demonstrate how health and social care policies shape the delivery of integrated services and practice.</p> <p>A4: Evaluate and integrate theory and research that informs professional approaches to complex areas of practice.</p> <p>A5: Demonstrate the range of professional roles available in the delivery, management and development of integrated health and social care services.</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 small group presentations, seminars, reflective practice essay, examination and professional discussions.</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>B3: Develop a rational integration of theory, policy, research and practice to make informed professional and ethical decisions</p> <p>B4: Use rational analysis, academic explanation and reasoning to articulate theoretical arguments within a variety of health and social care contexts.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and 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 • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Cognitive Skills are assessed via a combination of individual and small group presentations, seminars, reflective practice essay, examination and professional discussions.</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>C3: Analyse contemporary activities and ideologies impacting on the UK population, for example the legal and welfare systems, and the provision, financing and regulation of social security, education, health and social care and housing.</p> <p>C4: Work directly with people who use services, their families and carers for the purposes of service delivery, including the development of personalised services.</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials • Verbal feedback • Effective online research. <p>Assessment</p> <p>Practical and Professional Skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay, and professional discussions.</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>D3: Appraise and evaluate critical reflection skills</p> <p>D4: Interpret and summarise information from a variety of sources for use in diverse contexts</p> <p>D5: Work independently as well as socially and collaboratively as necessary</p>	<p>Primary</p> <ul style="list-style-type: none"> • One-to-one and group seminars and tutorials • Directed and independent study • Research and project work • Work-based learning <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises • Tutorials. • Verbal feedback • Effective online research. <p>Assessment</p> <p>Key/transferable skills are assessed via a combination of work-based learning opportunities, individual and small group presentations, seminars, reflective practice essay, examination and professional discussions.</p>

2.1 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

2.2 Relationship to other programmes and awards

The FD Health and Social Care programme has been written as a progression route for suitable candidates from Access/ QCF/ National Diploma/Apprenticeship or A level courses.

3. Programme Structure

The diagrams below document the module structure for Level 4 and Level 5 of the FD qualification for full time students.

Programme Structure - LEVEL 4	
Compulsory modules	Credit points
Interpersonal Skills and Communication Strategies	20
Applied Human Development	20
Values, Morals and Ethics	20
Social Policy	20
Introduction to Sociology	20
*Professional Development	20
Programme Structure - LEVEL 5	
Compulsory modules	Credit points
Health and Social Care Project Proposal	10
Managing Care Settings	20
Evidence Based Practice	20
*Professional Practice	30
Mental Health and Wellbeing	20
Contemporary Social Issues	20

* Key components of these two modules will be Work-Based Learning where formal assessment against National Occupational Standards will take place at level 5.

Students who elect to leave their studies early and have successfully achieved 120 credits at level 4 will be awarded the Certificate of Higher Education.

Students who have successfully achieved both 120 credits at level 4 and 120 credits at level 5 will be awarded a FD qualification.

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 elect to leave their studies early and have successfully achieved 120 credits at level 4 will be awarded the Certificate of Higher Education.

Students who have successfully achieved both 120 credits at level 4 and 120 credits at level 5 will be awarded a FD qualification.

5. Distinctive features of the programme structure

- 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
- At Level 4 students will have an opportunity to develop their professional practice skills in two settings – one adult setting and a setting for children
- At Level 5 students will be formally assessed against the National Occupational Standards, and an opportunity to achieve a QCF L3 qualification
- 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 various modes of delivery for flexibility and diversity, utilising online learning technologies, blended learning and student –friendly timetabling

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.

7. Criteria for admission

To commence the FD candidates must have:

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

Where possible all 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.

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.

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.

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 Somerset College Academic Board.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes							
		A1	A2	B1	B2	C1	C2	D1	D2
4	Applied Human Development			✓	✓				
	Introduction to Sociology		✓				✓		
	Interpersonal Skills & Communication Strategies				✓			✓	
	Professional Development	✓	✓			✓			✓
	Values, Morals and Ethics	✓				✓			
	Social Policy	✓		✓					

Level	Study module/unit	Programme outcomes								
		A3	A4	B3	B4	C3	C4	D3	D4	D5
5	Contemporary Social Issues				✓	✓				
	Evidence Based Practice		✓						✓	
	Managing Care Settings	✓						✓		
	Mental Health and Wellbeing				✓					✓
	Professional Practice	✓					✓	✓		
	Health and Social Care Project Proposal		✓	✓						

Annexe 1: Curriculum map – Level 4

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes							
		A1	A2	B1	B2	C1	C2	D1	D2
4	Applied Human Development			✓	✓				
	Introduction to Sociology		✓				✓		
	Interpersonal Skills & Communication Strategies				✓			✓	
	Professional Development	✓	✓			✓			✓
	Values, Morals and Ethics	✓				✓			
	Social Policy	✓		✓					

Annexe 2 - Curriculum map – Level 5

Level	Study module/unit	Programme outcomes									
		A3	A4	A5	B3	B4	C3	C4	D3	D4	D5
5	Contemporary Social Issues					✓	✓				
	Evidence Based Practice		✓							✓	
	Managing Care Settings	✓		✓					✓		
	Mental Health and Wellbeing					✓					✓

Professional Practice	✓						✓	✓		
Project Plan		✓		✓						

Level 4 Module Specifications



Module Specification HSC101

1. Factual information			
Module Code	HSC101		
Module title	Applied Human Development	Level	4
Module tutor	Maureen Holman	Credit value	20
Module type	Taught module	Notional learning hours	200

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

Awareness of the lifespan of human development is central to consideration of the specific needs of individuals in health and social care practice. The module explores human developmental issues and encourages students to recognise relevant issues for practice.

3. Aims of the module

To introduce various theoretical perspectives on human development across the lifespan by exploring the complex interplay of factors which influence development and lead to individual variations.

To provide an introduction to both philosophical and theoretical perspectives on human development across the life span to enable students to understand and respond sensitively to the needs of the people with whom they will work.

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 : Differentiate the various philosophical perspectives which contribute to the nature / nurture debate.</p> <p>A2 : Evaluate the complex interplay of factors which influence development and lead to individual variations</p>	<p>Lecture Discussion Group work Written assignment</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Differentiate the principles and concepts underlying theoretical frameworks on life span developments</p>	<p>Lecture Discussion Group work Written assignment</p>
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>None assessed</p>	
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>None assessed</p>	

6. Indicative content.

The Module introduces philosophical perspectives on the nature/nurture debate and explores a range of developmental theories on human development focusing on genetic, social, psychological, environmental and cultural factors which influence individuals and shape their behaviour. The module promotes an understanding of individual needs in care settings, empathy with Service users and an awareness of the constraints operating on Care Provision in society.

7. Assessment strategy, assessment methods and their relative weightings

Coursework 100%

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes		
	A1	A2	B1
Assignment	X	X	X

9. Teaching staff associated with the module

Name and contact details

M Holman maureen.holman@bridgwater.ac.uk

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

Beckett, C. and Taylor, H. (2010) Human growth and development. 2nd edn. London: Sage

Bee, H. and Boyd, D. (2013) The developing child. 13th edn. Harlow: Pearson Education

Boyd, D. and Bee, H. (2014) Lifespan development. 6th edn. Harlow: Pearson Education.

Chess, S. and Thomas, A. (1999) Goodness of fit: clinical applications from infancy through adult life. Hove: Routledge.

9. Teaching staff associated with the module

Name and contact details

Davey, B. (2001) Birth to old age: health in transition. 2nd edn. Buckingham: Open University Press
Dunn, W. and Craig, G (2012) Understanding human development. 3rd edn. Harlow: Pearson Education
Gross, R. (2010) Psychology: the science of mind and behaviour. 6th edn. London: Hodder Arnold
Keenan, T. and Evans, S. (2009) An introduction to child development. 2nd edn. London: Sage Publications
Lerner, R.M. (2002) Concepts and theories of human development. Mahwah, New Jersey: Lawrence Erlbaum Associates
Meadows, S (2006) The child as thinker: the development and acquisition of cognition in childhood. 2nd edn. Hove: Routledge
Messer, D. and Jones, F. (1999) Psychology and social care. London: Jessica Kingsley
Papalia, D.E. and Feldman, R.D. (2012) Experience human development. 12th edn. New York: McGraw-Hill
Rutter, M. (1993) Developing minds: challenge and continuity across the lifespan. London: Penguin.
Schaffer, H.R. (1996) Social development. Oxford: Blackwell
Shaffer, D.R. and Kipp, K. (2007) Developmental psychology: childhood and adolescence. 7th edn. Belmont, California: Thomson
Sigelman, C.K. and Rider, E.A. (2014) Life-span human development. 8th edn. Stamford, CT: Cengage Learning
Sudbery, J. (2010) Human growth and development: an introduction for social workers. London: Routledge
Thomas, R.M. (2001) Recent theories of human development. London: Sage
Upton, P. (2011) Developmental psychology: critical thinking in psychology. Exeter: Learning Matters Ltd
Walker, J. and Crawford, K. (2014) Social work and human development. 4th edn. London: Sage

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

The International Journal of Aging and Human Development
Journal of Applied Developmental Psychology
infed.org/mobi/life-span-development-and-lifelong-learning
Open University learning sites – child development / conception to birth

Module Specification HSC103

1. Factual information			
Module Code	HSC103		
Module title	Interpersonal Skills and Communication Strategies	Level	4
Module tutor	Richard Mackrory	Credit value	20
Module type	Taught	Notional learning	200

2. Rationale

To provide an introduction to interacting with individuals and groups in both formal and informal work settings. It considers skills and strategies of vocational relevance to students intending to engage in a people work environment.

3. Aims of the module

- *To enable students to become more confident in their interactions with others by equipping them with a range of interpersonal communication strategies*
- *To develop students' understanding of group work processes in order that they may interact more effectively with others*

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 : Evaluate the various approaches to managing change</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: Evaluate the content and process of group and team work</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: Outline the strategies to communicate effectively with colleagues</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 to improve effectiveness in social interaction.</p>	Lectures, seminars and tutorials

6. Indicative content.

The module will combine study of theoretical perspectives with a problem-based learning approach focusing on group exercises including:

- Personal effectiveness and self – awareness exercises
- Interaction and assertiveness skills
- Verbal, non-verbal and written communication
- Managing change
- Theories of groups and group membership

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 1	X	X	X	X
Assignment 2		X	X	

9. Teaching staff associated with the module
Name and contact details
Richard Mackrory 01823 366415 richard.mackrory@bridgwater.ac.uk

10. Key reading list <i>(Please use standard Harvard referencing in this section)</i>
<p>Recommended reading/references:</p> <p>Interpersonal Skills/Helping Skills</p> <p>Argyle, M. (1994) <i>The Psychology of Interpersonal Behaviour (5th Ed.)</i>, London: Penguin 158.2</p> <p>De Board, R. (1998) <i>Counselling for Toads</i>, London: Routledge 158.3</p> <p>Dickson, A. (2012) <i>A Woman in Your Own Right</i>, London: Quartet Books 158.21</p> <p>Egan, G. (2014) <i>The Skilled Helper: a Client-Centred Approach</i>, Andover: Cengage Learning 158.3</p> <p>Geldard, K. and Geldard, D. (2005) <i>Practical Counselling Skills</i>, Basingstoke: Palgrave MacMillan 158.3</p> <p>Hayes, J. (2002) <i>Interpersonal Skills at Work (2nd Ed.)</i>, London: Routledge 302.35</p>

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

Hough, M. (2014) *Counselling Skills and Theory*, 4th edn, Abingdon: Hodder Education 158.3

Jackson-Dwyer, D. (2014) *Interpersonal Relationships*, Hove: Routledge 158.2

Koprowska, J. (2014) *Communication and Interpersonal Skills in Social Work*, 4th edn, London: Sage 361.32

Moss, B. (2015) *Communication Skills in Health and Social Care*, 3rd edn. London: Sage

Nelson Jones, R. (1996) *Relating Skills*, London: Cassell 302

Nelson-Jones, R. (2014) *Practical Counselling and Helping Skills*, 6th edn, London: Sage 158.3

Pavord, E. and Donnelly, E. (2015) *Communication and Interpersonal Skills*, 2nd edn. Banbury: Lantern Publishing

Rogers, C.R. (1951) *Client Centred Therapy*, London: Constable

Rungapadiachy, Dev. M. (1999) *Interpersonal Communication and Psychology*, Edinburgh: Butterworth Heinemann

Stewart, I. and Joines, V. (2012) *TA Today: a New Introduction to Transactional Analysis*, 2nd edn, Nottingham: Lifespace 158.9

Stewart, W. (2013) *An A-Z of Counselling Theory and Practice*, 5th edn. Andover: Cengage Learning 158.3

Thompson, N. (2011) *Effective Communication: a Guide for the People Professions*, 2nd edn, Basingstoke: Palgrave Macmillan 302.2

Thompson, N. (2015) *People Skills*, 4th edn. Basingstoke: Palgrave MacMillan 302.2

Thorne, B. and Sanders, P. (2013) *Carl Rogers*, 3rd edn, London, Sage 150.9

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

Managing Change

Barr, J. and Dowding, L. (2012) *Leadership in health care*. 2nd edn. London: Sage 362.106

Belbin, M.R. (2013) *Management teams: why they succeed or fail*, 3rd edn, Abingdon: Routledge 658.402

Henderson, J and Atkinson, D. (Eds.) (2003) *Managing Care in Context* , London: Routledge 362.106

MacKian, S. and Simons, J. (eds) (2013) *Leading, managing, caring: understanding leadership and management in health and social care*. Abingdon: Routledge 362.106

Martin, V., Charlesworth, J. and Henderson, E. (2010) *Managing in health and social care*, 2nd edn, London: Routledge 362.106

Seden, J. and Reynolds, J (Eds.) (2003) *Managing Care in Practice*, London: Routledge 362.106

Groups

Brown, R. (2000) *Group processes*, 2nd edn, Oxford: Blackwell , 302.3

Doel, M. & Kelly, T B. (2014) *A-Z of groups and groupwork*. Basingstoke: Palgrave Macmillan

Elwyn, G., Greenhalgh, T. and Macfarlane, F. (2001) *Groups*, Abingdon: Radcliffe 302.3

Forsyth, D. R. (2013) *Group dynamics*, 6th edn, Belmont, California: Wadsworth 302.3

Hartley, P. (1997) *Group communication*, London: Routledge, 302.3

Johnson, D. and Johnson, F. (2013) *Joining together: group theory and group skills*, 11th edn., Harlow: Pearson Education 302.3

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

Lindsay, T. & Orton, S. (2014) *Groupwork practice in social work*. 3rd edn. Exeter: Learning Matters Ltd

Mullender, A., Ward, D. & Fleming, J. (2013) *Empowerment in action: self-directed groupwork*. Basingstoke: Palgrave Macmillan

Mullins, L. J. (2013) *Management and organisational behaviour*, 10th edn, Harlow: Pearson Education 302.35

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

Information is also available from other sources, such as E – Books, College On Line Resources, Open University Resources, and relevant academic and professional journals.

<http://www.open.edu/openlearn/money-management/management/leadership-and-management/the-importance-interpersonal-skills/content-section-3>

www.cpcab.co.uk

http://archive.learnhigher.ac.uk/resources/files/LIPS/literature_review.pdf

Module specification HSC102

1. Factual information			
Module Code	HSC102		
Module title	Introduction to Sociology	Level	4
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

The module provides an introduction to sociology by presenting students with an introduction to central sociological approaches, perspectives and theories. Particular emphasis is placed upon a number of key themes of relevance to health and social care, for example, gender inequalities in society and how these link to health and social care service and provision, and the influence of class, gender and ethnicity on patterns of educational attainment.

This module has particularly close links to the Social Policy and Values, Morals and Ethics modules.

3. Aims of the module

- Provide students with a foundation in classical and contemporary sociological thought and theory, and to examine key theoretical perspectives.
- Enable students to apply sociological theory and perspectives to the examination of issues and debates in health & social care.

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 : Compare and contrast the key approaches and perspectives within sociology</p>	Lecture/seminar/tutorial
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Analyse sociological theories, perspectives and concepts to areas of relevance within health & social care.</p> <p>B2: Analyse social processes associated with inequality and disadvantage.</p>	Lecture/seminar/tutorial
C. Practical and professional skills	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>None assessed</p>	
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 : Communicate effectively in a format appropriate to the discipline.</p>	Lecture/seminar/tutorial

6. Indicative content.

Traditional sociological approaches e.g.: structuralism & interpretivism

Key theoretical perspectives and frameworks, including Marxism, Functionalism, Feminism, Symbolic Interactionism.

Key concepts in sociology, paying attention to the relationships between individuals and social institutions (family, education etc.) Forms of social stratification such as social class, gender, age, 'race' and ethnicity and their effect.

7. Assessment strategy, assessment methods and their relative weightings

100% Exam

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	B2	D1
Exam	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop

Email: warwick.blenkinsop@bridgwater.ac.uk

Tel: 01823 366413

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

Browne, K. (2012) *An Introduction to Sociology*. Cambridge. Polity.

Giddens, A. (2012) *Sociology* (7th ed.) Cambridge. Polity.

Haralambos, M. & Holborn, M. (2013) *Sociology: themes and perspectives* (7th ed.) London, Collins

Taylor et. al. (2002) *Sociology; Issues and Debates*. Basingstoke. Palgrave.

Jorgensen N (1995) *Investigating Families and Households*. London. Harper Collins.

Muncie J et al (1997) *Understanding the Family*. London. Sage.

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

Health & Social Care Information Centre: <http://www.hscic.gov.uk/>

The Guardian (education supplement in Tuesdays Guardian newspaper) <http://www.theguardian.com/uk>

<http://www.ons.gov.uk/ons/rel/family-demography/families-and-households/2014/index.html>

Times Educational Supplement (TES) <https://www.tes.co.uk/>

Sociology Journals

Sociology Review. Quarterly. Hodder Education

Sociology: <http://www.britisoc.co.uk/publications/sociology-journal.aspx>

British Journal of Sociology: <http://www.lse.ac.uk/BJS/home.aspx>

Module specification HSC104

1. Factual information			
Module Code	HSC104		
Module title	Professional Development	Level	4
Module tutor	Sarah Wright	Credit value	20
Module type	taught	Notional learning hours	200

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

This module is designed to enable students to practice their skills necessary for relevant employment in line with the National Occupational Standards, including the ability to relate their professional practice to underlying theory and principles.

The module links to:

- Interpersonal Skills and Communication
- Applied Human Development
- Values, Morals and Ethics

3. Aims of the module

- To enable students to develop skills practice
- To enable students to develop a portfolio of evidence that supports their professional development and practice.
- To enable students to demonstrate an approach to their practice that is informed by up to date and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.

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: Demonstrate how subject knowledge is integrated within practice.</p> <p>A2: Compare and contrast the different models of vulnerability, protection, risk and dangerousness</p>	Lecture / seminar / tutorial
B. Cognitive Skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>None assessed</p>	
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 practice skills that meet professional requirements, in a placement setting.</p> <p>C2: Demonstrate an ability to work effectively with others in practice and to communicate appropriately for professional and academic purposes.</p>	Lecture / seminar / tutorial / professional placement
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: Evaluate own practice skills' strengths and weaknesses, and areas requiring further development through reflective practice.</p>	Lecture / seminar / tutorial / professional placement

6. Indicative content.

Students will be introduced to:

National Occupational Standards;
 The requirements of professional practice;
 Informed reflection, self-evaluation and personal development;

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	C1	C2	D1
Assignment	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Sarah Wright
Sarah.Wright@somerset.ac.uk
 01823 366329

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

Schon, D.A. (1991) *The Reflective Practitioner: how professionals think in action*. Aldershot: Ashgate

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

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

Bolton, G. (2014) *Reflective practice: writing and professional development*. 4th edn. London: Sage

Boud, D., Keogh, R. and Walker, D. (1985) *Reflection: turning experience into learning*. London: Kogan Page

Jackson, C. and Thurgate, C. (2011) *Workplace learning in health and social care: a student's guide*. Maidenhead: Open University Press

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

Mantell, A. (2013) *Skills for social work practice*. 2nd edn. London: Sage

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

Tilmouth, T., Davies-Ward, E. and Williams, B. (2011) *Foundation degree in health and social care*. Abingdon: Hodder Education

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

Care Standards Act – www.hmsso.gov.uk/acts/acts2000

Children Act – www.hmsso.gov.uk/acts/acts1989/2004

On line learning materials from City and Guilds www.SmartScreen.co.uk

Social Care Information and Learning Services: www.scils.co.uk

Skills for Care www.skillsforcare.org.uk

Skills for Health www.skillsforhealth.org.uk

Children's Workforce Development Council www.cwdcouncil.org.uk

Social Care Institute for Excellence – www.scie.org.uk

www.everychildmatters.gov.uk

Department of Health – www.dh.gov.uk

Human Rights and Equal Opportunity Commission – www.hrec.gov.au

Module specification HSC106

1. Factual information			
Module Code	HSC106		
Module title	Social Policy	Level	4
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

The module introduces students to Social Policy. It explores the development of welfare structures and services in a historical context, explores current provision and introduces students to key political debates and ideological perspectives on social policy.

This module has particularly close links to the Introduction to Sociology and Values, Morals and Ethics modules.

3. Aims of the module

- To equip students with an understanding of social policy evolution
- To examine key concerns of contemporary social policy
- To explore specific contemporary policy strands
- To introduce students to key political ideologies and allow them to explore ideological influences on welfare policy, practice and debates

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 : Define the major concerns of social policy</p>	Lecture/seminar/tutorial
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Evaluate the efficacy of key social policies</p> <p>B2: Identify and evaluate the influence of political ideologies on welfare policies.</p>	Lecture/seminar/tutorial
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>None assessed</p>	
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 : Communicate effectively in a format appropriate to the discipline.</p>	Lecture/seminar/tutorial

6. Indicative content.

- History/evolution of the welfare state.
- Structures of current services e.g.: health, housing, education, personal social services and benefit systems.
- Ideological perspectives on policy: new right, social democracy, Marxism etc
- Other influences on social policy: mass media, pressure groups, think-tanks etc.

7. Assessment strategy, assessment methods and their relative weightings

Coursework: 100%

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A1	B1	B2	D1
Assignment	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop

Email: warwick.blenkinsop@somerset.ac.uk

Tel: 01823 366413

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

Alcock, C. Daly, G. & Griggs, E. (2008) *Introducing Social Policy*. 2nd edn. Harlow: Pearson.

Alcock, P., May, M. & Wright, S. (2012) *The student's companion to social policy*. 4th edn. Chichester: Wiley-Blackwell.

Baldock, J. Mitton, L. Manning, N. and Vickerstaff, S. (2012) *Social policy*. 4th edn. Oxford: Oxford University Press.

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

Blakemore, K. & Warwick-Booth, L. (2013) *Social policy: an introduction*. 4th edn. Maidenhead: Open University Press.

Dwyer, P. & Shaw, S. (2013) *An introduction to social policy*. London: Sage.

Glennerster, H. (2000) *British social policy since 1945*. 2nd edn. Oxford: Blackwell.

Lavalette, M & Pratt, A. (2006) *Social policy: theories, concepts and issues*. 3rd edn. London: Sage.

Peckham, S. & Meerabeau, L. (2007) *Social policy for nurses and the helping professions*. 2nd edn. Maidenhead: Open University Press.

Taylor, G. (2007) *Ideology and welfare*. Basingstoke: Palgrave Macmillan.

Walsh, M., Stephens, P. & Moore, S. (2000) *Social policy and welfare*. London: Stanley Thornes.

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

Cabinet Office (Reviews/Strategies) <http://www.gov.uk/government/organisations/cabinet-office>

Guardian (*Society* supplement in Tuesdays Guardian newspaper) <http://www.theguardian.com/uk>

Health & Social Care Information Centre: <http://www.hscic.gov.uk/>

HM Government <http://gov.uk/government/organisations/prime-ministers-office-10-downing-street>

Joseph Rowntree Foundation <http://www.jrf.org.uk>

Module specification HSC105

1. Factual information			
Module Code	HSC105		
Module title	Values, Morals and Ethics	Level	4
Module tutor	Terrie Chaplin	Credit value	20
Module type	Taught	Notional learning hours	200

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

Health and social care practitioners intervene in people's lives and thus becomes a moral activity. This module examines what it means to be morally active and what constitutes ethical practice. Moral philosophy is explored, with a view to developing an understanding of the core values of professional practice, whilst raising awareness of the conflicts which may exist between personal and professional values. The principles and concepts underlying theoretical frameworks of advocacy, equality and rights, anti-oppressive and anti-discriminatory practice, empowerment and service user involvement are examined.

This module links to the following level 4 modules: Professional Practice, Applied Human development, Professional Practice and the Workplace.

3. Aims of the module

The aim of this module is to enable students to examine the concept of *the morally active practitioner* who would recognise the limitations, dilemmas, conflicts and tensions that an external set of values creates as they maintain a personal responsibility for their practice. This involves identifying core principles, which should underpin the delivery of care and examine the promotion of equality and rights.

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 : Differentiate the distinguishing characteristics of values, morals and ethics underpinning health and social care practice</p>	Lecture, seminar, tutorial
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Analyse the concept of the morally active practitioner</p> <p>B2: Explain and evaluate mechanisms to empower and include service users</p> <p>B3: Analyse a range of factors that contribute to vulnerability</p>	Lecture, seminar, tutorial
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: Evaluate agency policies and procedures in promoting choice, advocacy, diversity and rights</p>	Lecture, seminar, tutorial and professional placement
D. Key/transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>None assessed</p>	

6. Indicative content.

Moral philosophy; Power and Empowerment; The Morally Active Practitioner; Prejudice, Discrimination and Oppression; Anti-discriminatory Practice; Service User Participation; Social and Medical Model of Disability

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	B2	B3	C1
Assignment 1	X	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Terrie Chaplin, University Centre Somerset, tlc@btc.ac.uk

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

Banks, S. (2012) *Ethics and values in social work*. 4th edn. Basingstoke: Palgrave Macmillan

Beresford and Croft (2003) Involving service users in management: citizenship, access and support. In Reynolds J, Henderson J, Seden J, Charlesworth J, and Bullman A, (eds) (2003) *The managing care reader*. London: Routledge

Adams R (2008) *Empowerment, participation and social work*, 4th edn. Basingstoke: Palgrave Macmillan

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

Dalrymple J and Boylan J (2013) *Effective advocacy in social work*. London: Sage

Dawson A and Butler I (2003) The morally active manager. In Henderson J and Atkinson D (Eds) (2003) *Managing care in context*. London: Routledge

Dominelli, L. (2009) Anti-oppressive practice in context. In Adams R, Dominelli L and Payne M (Eds) (2009) *Social work: themes, issues and critical debates*. 3rd edn. Basingstoke. Palgrave Macmillan

Finkelstein V (2004) Representing disability. In Swain. J French, S. Barnes, C. Thomas, C. (2004) *Disabling barriers - enabling environments*, 2nd edn. London: Sage

Gain C (2010) *Equality and diversity in social work practice*. Exeter: Learning Matters

Gosling J and Martin J (2012) *Making partnerships with service users and advocacy groups work: how to grow genuine and respectful relationships in health and social care*. London: Jessica Kingsley Publishers

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

Husband C (1995) The morally active practitioner and the ethics of anti-racist social work. In Hugman R and Smith D (Eds) (1995) *Ethical issues in social work*. Abingdon: Routledge

Leadbetter M (2009) Empowerment and advocacy. In Adams R, Dominelli L and Payne M (Eds) (2009) *Social work: themes, issues and critical debates*. 3rd edn. Basingstoke: Palgrave Macmillan

Okitikpi T and Aymer C (2010) *Key concepts in anti-discriminatory social work*. London: Sage

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

Oliver, M (2009) *Understanding disability: from theory to practice*. 2nd edn. Basingstoke: Palgrave Macmillan

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

Swain J, French S, Barnes C and Thomas C (2014) *Disabling barriers - enabling environments*, 3rd edn. London: Sage

Thompson N (2012) *Anti-discriminatory practice*. 5th edn. Basingstoke: Palgrave Macmillan

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

Journals:

Ageing and Society

British Journal of Learning Disabilities

Care Plan Community

Care Disability and

Society Mental Health

Today

Web Sites.

www.jrf.org.uk

www.disability.gov.uk

Level 5 Module Specifications



Module specification HSC201

1. Factual information			
Module Code	HSC201		
Module title	Contemporary Social Issues	Level	5
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

Developing the independent research and evaluation skills necessary to gain a greater insight into contemporary social issues is essential for the effective Health and Social Care practitioner. This module requires you to apply sociological theories and perspectives to contemporary social problems, with a particular emphasis on varying explanations for underlying socio-economic conditions and their implications. The use of sociological research evidence will also be used to examine contemporary social issues.

This module has particularly close links to the Research Project Module

3. Aims of the module

To enable students to effectively examine contemporary social issues and problems using relevant sociological theories and perspectives and credible research evidence

To enable students to gain an understanding of competing sociological explanations, social policy, practice issues and the individual's perspective as they apply to relevant contemporary social issues.

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 : Distinguish and outline relevant social policy initiatives and their impact on social problems, society and the individual.</p>	Lecture/seminar/tutorial
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Identify & synthesise credible data from a range of sources.</p> <p>B2: Examine social issues using relevant sociological research evidence</p> <p>B3: Apply and evaluate competing sociological theories and perspectives to examine specific social problems and issues within a social, economic and political framework.</p>	Lecture/seminar/tutorial
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>None assessed</p>	
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 : Communicate effectively in a format appropriate to the discipline.</p> <p>D2: Work autonomously in the completion of a time-constrained</p>	Lecture/seminar/tutorial

D Key transferable skills	Learning and teaching strategy
secondary source based research project.	
6. Indicative content.	
<ul style="list-style-type: none"> • Exploration of key contemporary social issues • Designing an outline for an independent library-based study. • The Identification and assessment of relevant and credible secondary source material • Assessing the 'do-ability' of a project within a specified time frame 	

7. Assessment strategy, assessment methods and their relative weightings
Coursework: 100%

. Mapping of assessment tasks to learning outcomes					
Assessment tasks	Learning outcomes				
	A1	B1	B2	D1	D2
Assignment	X	X	X	X	X

9. Teaching staff associated with the module
Name and contact details
Warwick Blenkinsop Email: warwick.blenkinsop@somerset.ac.uk Tel: 01823 366413
10. Key reading list <i>(Please use standard Harvard referencing in this section)</i>

9. Teaching staff associated with the module

Name and contact details

Subject specific reading will of course depend upon the topic you choose to investigate. Below is a list of more general texts that you should find useful.

Abercrombie N and Warde A (2000) *Contemporary British Society*. 3rd edn. Cambridge: Polity

Alcock P (2006) *Understanding Poverty*. 3rd edn. Basingstoke: Palgrave Macmillan

Fulcher J and Scott J (2011) *Sociology*. 4th edn. Oxford: Oxford University Press

Haralambos M, Holborn M & Chapman S (2013) *Sociology: themes and perspectives*. 8th edn. London: Harper Collins

Giddens A and Sutton P (2013) *Sociology*. 7th edn. Cambridge: Polity

Isaacs S, Blundell D, Foley A, Ginsberg N, McDonough B, Silverstone D and Young T (2014) *Social problems in the UK: an introduction*. Abingdon: Routledge

Pantazis C, Gordon D and Levitas R (2006) *Poverty and social exclusion in Britain: the millennium survey*. Bristol: Policy Press

Payne G (2013) *Social divisions*. 3rd edn. Basingstoke: Palgrave Macmillan

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

British Sociological Association: <http://www.britsoc.co.uk/>

Cabinet Office (Reviews/Strategies) <http://www.gov.uk/government/organisations/cabinet-office>

Guardian (*Society* supplement in Tuesdays Guardian newspaper) <http://www.theguardian.com/uk>

Health & Social Care Information Centre: <http://www.hscic.gov.uk/>

HM Government <http://gov.uk/government/organisations/prime-ministers-office-10-downing-street>

Joseph Rowntree Foundation <http://www.jrf.org.uk>

Sociological research Online: <http://www.socresonline.org.uk/>

Module specification HSC202

1. Factual information

Module Code	HSC202		
Module title	Evidence Based Practice	Level	5
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

This module has been designed to enable students to become familiar with the concept of evidence-based practice (EBP) and provide an opportunity to examine the principles of EBP and to explore EBP within the context of health and social care. It will enable students to consider decisions and justify care with evidence in order to maintain the best quality care.

Links to:

- Research Project
- Professional Practice and QCF

3. Aims of the module

- Be familiar with the concept of evidence-based practice (EBP)
- Develop and be aware of critical appraisal skills with reference to research and theory
- Develop their ability to evaluate the quality of decisions
- Be equipped with the skills to evaluate and reflect upon practice and policy with reference to its evidence base
- Critically appraise evidence-based practice in health and social care

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: Outline the role that Evidence-Based Practice has in Health and Social Care and comment on its impact on making sound decisions in practice.</p> <p>A2: Distinguish different perspectives of the Evidence-Based Practice Debate.</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: Evaluate and compare research relating to a specific context within health and social care.</p> <p>B2: examine assumptions, philosophical underpinning and bias that inform research decisions.</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: Evaluate what might be the best evidence relating to specific situations and how decisions may be affected by evidence within a professional context.</p>	Lectures, seminars and tutorials
D Key transferable skills	Learning and teaching strategy
None assessed	

6. Indicative content.

The module will incorporate:

- Principles of research paradigms and assumptions
- Qualitative and quantitative data collection methods and analysis
- Ethical considerations of research in care
- Sources of bias
- Historical and contemporary obstacles to EBP
- EBP in care 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	B2	C1
Assignment 1	X	X	X	X	X

9. Teaching staff associated with the module

Name and contact details

Warwick Blenkinsop
blenkinsopw@btc.ac.uk
01823366418

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

- Aveyard, H. & Sharp, P. (2013) *A beginner's guide to evidence-based practice in health and social care*. 2nd edn. Maidenhead: Open University Press
- Barnes, H., Green, L. & Hopton, J. (2007) 'Guest editorial: social work theory, research, policy and practice - challenges and opportunities in health and social care integration in the UK'. *Health & Social Care in the Community*, 15 (3). pp 191-194.
- Bond, T. (2004) 'Ethical guidelines for researching counselling and psychotherapy'. *Counselling & Psychotherapy Research*, 4 (2). pp 10-19.
- Brown, B., Crawford, P. & Hicks, C. (2003) *Evidence-based research: dilemmas and debates in health care*. Maidenhead. Open University Press
- Crotty, M. (1998) *The foundations of social research: meaning and perspective in the research process*. London: Sage
- Gomm, R. & Davies, C. (2000) *Using evidence in health and social care*. London: Sage
- Gomm, R., Needham, G. & Bullman, A. (2000) *Evaluating research in health and social care*. London: Sage
- Hamer, S. & Collinson, G. (2005) *Achieving evidence-based practice*. 2nd edn. London: Bailliere Tindall
- Hopton, J. (2010) 'Developing research based social work practice'. *Child & Family Social Work*, 15 (4). pp 501-501
- Keeping, C. (2008) 'Practitioner research', in Fraser, S. & Matthews, S. (2008) *The Critical Practitioner in Social Work and Health Care*. London: Sage, pp.132-148
- Liamputtong, P. (2007) *Researching the vulnerable: a guide to sensitive research methods*. London: Sage
- Lindsay, B. (2007) *Understanding research and evidence-based practice*. Exeter: Reflect Press

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

Macdonald, G. (1997) 'Social work research: the state we're in'. *Journal of Interprofessional Care*, 11 (1), pp. 57-65

Macdonald, G. & Roberts, H. (1995) *What works in the early years?* Ilford: Barnardos

Macdonald, G. & Winkley, A. (1999) *What works in child protection?* Ilford: Barnardos

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

Newman, T., Moseley, A., Tierney, S. & Ellis, A. (2005) *Evidence-based social work: a guide for the perplexed*. Lyme Regis: Russell House Publishing

Rowland, N. & Goss, S. (2000) *Evidence-based counselling and psychological therapies: research and applications*. London: Routledge

Sheldon, B. and Chilvers, R. (2000) *Evidence-based social care: a study of prospects and problems*. Lyme Regis: Russell House Publishing

Shemmings, D. and Shemmings, Y. (2003) 'Supporting evidence-based practice and research-mindedness'. In Seden, J. and Reynolds, J. (2003) *Managing Care in Practice*. London: Routledge

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

Trinder, L. & Reynolds, S. (2000) *Evidence-based practice: a critical appraisal*. Oxford: Blackwell Science

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

www.jrf.org www.ssrq.org.uk

www.rip.org.uk

www.ukc.ac.uk/PSSRU

www.nuffield.leeds.ac.uk

www.scie.org.uk

www.bris.ac.uk/Dept/NorahFry

www.urea.ac.uk/swk/research

www.elsc.org.uk/

www.phru.nhs.uk/casp/casp

Module specification HSC203

1. Factual information			
Module Code	HSC203		
Module title	Managing Care Settings	Level	5
Module tutor	Terrie Chaplin	Credit value	20
Module type	Taught	Notional learning hours	200
2. Rationale for the module and its links with other modules			
<p>This module introduces students to the management role in a care setting; it focuses on the key roles and tasks associated with management functions. The module considers the implications for managers in the implementation of current policies and the effect this has on workforce recruitment and practice development. The central thread of this module concentrates on the notion of being a Morally Active Manager.</p> <p>This module will enable students to examine the concept of <i>the morally active manager</i>, who would recognise the limitations, dilemmas, conflicts and tensions that externally agreed policies and practices (evidence based) would have on the management of a care setting. This involves exploring management theories and practices and analysing those that are most suited to health and social care settings (and those that are not).</p> <p>This module links to the following level 5 modules:</p> <ul style="list-style-type: none"> • Professional Practice • Contemporary Social Issues. 			
3. Aims of the module			
<ul style="list-style-type: none"> • Examine models of management practice • Analyse the policies of integrated services • Identify and develop practical management skills within the context of inter-agency and partnership working • Identify the management skills required to assess, and provide services 			
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 : Critically analyse organisational and management theory</p> <p>A2 : Critically analyse the policies of integrated services and factors that promote and hinder partnership working</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: Conceptualise how management models and theories, can be used to respond to policy and practice developments</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: Outline key management skills required to manage a care setting and key tasks managers perform</p> <p>C2: Demonstrate key skills in the development of a practice-related policy</p>	Lectures, seminars and tutorials
D Key transferable skills	Learning and teaching strategy
None assessed	

6. Indicative content.

- Students will engage in activities to develop skills required for: the recruitment and selection of social care personnel and policy development
- The management role; people, finance, information and resources.
- Organisational theory and Management in care settings
- The legal and good practice context
- Models of organisation and management; motivation; structures and performance

All of the above will focus on a central theme of management practice within the context of inter-agency and partnership working

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	B2	C1	C2
Assignment 1	x	x			x	
Assignment 2			x			x

9. Teaching staff associated with the module

Name and contact details

Terrie Chaplin

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

Barr, J. and Dowding, L. (2012) *Leadership in health care*. 2nd edn. London: Sage

Clarkson, P. et al. (2011) 'Integrating assessments of older people: examining evidence and impact from a randomised controlled trial', *Age and Ageing*, vol 40, no 3, pp 388–391.

Coulshed, V. and Mullender, A. (2006) *Management in social work*. 3rd edn. London: Palgrave Macmillan

Gallop, L. and Hafford-Letchfield, T. (2012) *How to become a better manager in social work and social care: essential skills for managing care*. London: Jessica Kingsley Publishers

Gopee, N. and Galloway, J. (2014) *Leadership and management in healthcare*. 2nd edn. London: Sage

Hafford-Letchfield, T., Lambley, S., Spolander, G. and Cocker, C. (2014) *Inclusive leadership in social work and social care*. Bristol: Policy Press

MacKian, S. and Simons, J. (eds) (2013) *Leading, managing, caring: understanding leadership and management in health and social care*. Abingdon: Routledge

Martin, V., Charlesworth, J. and Henderson, E. (2010) *Managing in health and social care*. 2nd edn. Abingdon: Routledge

Rummery, K. (2009) 'Healthy partnerships, healthy citizens? An international review of partnerships in health and social care and patient/user outcomes', *Social Science & Medicine*, no 69, pp 1797–1804.

Sheldon, B. and Chilvers, R. (2001) *Evidence-based social care: a study of prospects and problems*. London: Russell House Publishing

Sutcliffe, C. et al. (2008) 'Developing multidisciplinary assessment: exploring the evidence from a social care perspective', *International Journal of Geriatric Psychiatry*, vol 23, no 12, pp 1297–1305.

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

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

Research in Practice for Adults: www.ripfa.org.uk

Shaping our lives: www.shapingourlives.org.uk/

DH Care Networks: www.dhcarenetworks.org.uk

The national evaluation of the DH integrated care pilots can be found at: www.dh.gov.uk/en/Publicationsandstatistics/

The King's Fund: www.kingsfund.org.uk/topics/

Social Care Institute for Excellence: www.scie.org.uk

NHS Future Forum: www.dh.gov.uk/en/Publicationsandstatistics/

Module specification HSC204

1. Factual information			
Module Code	HSC204		
Module title	Mental Health and Wellbeing	Level	5
Module tutor	M Holman	Credit value	20
Module type	Taught module	Notional learning hours	200
2. Rationale for the module and its links with other modules			
<p>Practitioners in Health and Social Care have a need to understand the importance of good mental health and wellbeing and have knowledge of how to promote these with people who need care and support (Common Core Principles to support good mental health and wellbeing in adult social care, Skills for Care (2014). An understanding of mental health, mental ill-health, conditions and disorders will assist the practitioner to support individuals in health and social care settings.</p> <p>Link to Applied Human Development (L4 module)</p>			
3. Aims of the module			
<p>This module aims to enable students to explore key psychological concepts, models, theories and research related to mental health and wellbeing. Examination of medical and biopsychosocial approaches in order to evaluate current thinking around mental health and ill-health.</p>			
4. Pre-requisite modules or specified entry requirements			
<p>Programme entry requirements. Successful completion of Level 4 modules or equivalent.</p>			

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 : Develop an ability of the concepts of mental health and wellbeing</p> <p>A2 : Identify legislation and policy initiatives relevant to promoting mental health and wellbeing</p> <p>A3: Develop an ability to apply understanding of mental health and wellbeing to practice</p>	<p>Lecture</p> <p>Discussion</p> <p>Small group work</p> <p>SME presentations</p>
B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1: Analyse a range of factors that may influence mental health and wellbeing across the lifespan</p> <p>B2: Compare theoretical models in relation to diagnostic, treatment and interventional approaches to mental health and wellbeing</p>	<p>Lecture</p> <p>Discussion</p> <p>Small Group work</p> <p>Video clips – service users / mental health practitioners</p> <p>Discussion with SMEs</p>
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>None assessed</p>	
D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>None assessed</p>	
6. Indicative content.	

D Key transferable skills	Learning and teaching strategy
<ul style="list-style-type: none"> • Concepts of mental health and wellbeing • History of mental health • Mental health / mental ill-health - defining, classifying, diagnosing and managing • Community context of mental health 	

7. Assessment strategy, assessment methods and their relative weightings
Coursework 100%

8. Mapping of assessment tasks to learning outcomes					
Assessment tasks	Learning outcomes				
	A1	A2	A3	B1	B2
Assignment 1	X	X	X	X	X

9. Teaching staff associated with the module
Name and contact details
M Holman holmanm@btc.ac.uk

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

Bailey D (2000) *At the core of mental health: key issues for practitioners, managers and mental health trainers* Brighton: Pavilion Publishing

Fawcett B, Karban K (2005) *Contemporary mental health: theory, policy and practice* Abingdon: Routledge

Golightly M (2011) *Social work and mental health*. 4th edn. Exeter: Learning Matters

Llewellyn S, Murphy D (2014) *What is clinical psychology?* 5th edn. Oxford: Oxford University Press

Kring A.M, Johnson S L, Davison G C, Neale J M (2012) *Abnormal psychology*. 12th edn. Hoboken New Jersey: Wiley

Ramachandran V S, Blakeslee S (1999) *Phantoms in the brain: human nature and the architecture of the mind* London: Fourth Estate

Reynolds R, Muston R, Heller T, Leach J, McCormick M, Wallcraft J, Walsh M (2009) *Mental health still matters*. Basingstoke: Palgrave Macmillan

History

Foucault M (2001) *Madness and civilization: a history of insanity in the age of reason* 2nd ed London: Routledge

Legislation & Policy

Barber P, Brown R, Martin D (2012) *Mental health law in England and Wales: a guide for mental health professionals* 2nd ed Exeter: Learning Matters

Bowen P (2007) *Blackstone's guide to the Mental Health Act 2007* Oxford: Oxford University Press

Brooker C, Repper J (2009) *Mental health: from policy to practice* London: Churchill Livingstone

Department of Health (2002) Women's mental health: into the mainstream: strategic development of mental health care for women London: Department of Health. [Available online]

Lester H, Glasby J (2010) Mental Health Policy and Practice 2nd ed Basingstoke: Palgrave Macmillan

Mental Health Act Commission (2003) Placed amongst strangers: twenty years of the Mental Health Act 1983 and future prospects for psychiatric compulsion: tenth biennial report 2001-2003, London: The Stationery Office. [Available online]

Treatment

Grant, A. (2010) Cognitive behavioural interventions for mental health practitioners Exeter: Learning Matters

Hatcher S, Butler R, Oakley-Browne M (2005) Evidence-based mental health care Oxford: Elsevier

Jones G (2003) Clinical evidence: mental health. London: BMJ Books

Prymachuk, S. (2011) Mental health nursing: an evidence-based introduction. London: Sage

Specific Disorders

Frith C, Johnstone E (2003) Schizophrenia: a very short introduction. Oxford: Oxford University Press

Jones P B, Buckley P F (2006) Schizophrenia. London: Elsevier

Critical Perspectives

Coppock V, Hopton J (2000) Critical Perspectives on Mental Health. Abingdon: Routledge

Laurance J (2003) Pure madness: how fear drives the mental health system. Abingdon: Routledge

Newnes C, Holmes G, Dunn C (1999) This is madness: a critical look at psychiatry and the future of mental health services. Monmouth: PCCS Books

Newnes C, Holmes G, Dunn C (2001) This is madness too: critical perspectives on mental health services. Monmouth: PCCS Books

Rosenberg J, Rosenburg S (2012) Community Mental Health: Challenges for the 21st Century. 2nd ed. Abingdon: Routledge

Service User Accounts

Hardcastle M, Kennard D, Grandison S, Fagin L (2007) Experiences of mental health in-patient care: narratives from service users, carers and professionals. London: Routledge

Harvey S (2003) Sheila's book: a shared journey through 'madness'. Taunton: Somerset Virtual College NHS Publications

Jamison K R (2011) An unquiet mind: a memoir of moods and madness. London: Picador

Plath S (2005) The bell jar, London: Faber and Faber

Research Evidence

Godlee, F (2004) Clinical evidence: mental health: the international source of the best available evidence for effective mental health care, London: BMJ Publishing Group

Journals

Journal of Abnormal Psychology

Journal of Clinical Psychology

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

Websites

DSM IV – Diagnostic & Statistical Manual of Mental Disorders. <http://www.psychiatry.org/practice/dsm>

Community Care' magazine online www.communitycare.co.uk99MIND Mental Health Charity for England and Wales <http://www.mind.org.uk>

Royal College of Psychiatrists – Online mental health resource for the public and professionals [www/rcpsych.ac.uk](http://www.rcpsych.ac.uk)

[Public Health England \(PHE\) - GOV.UK](https://www.gov.uk/government/organisations/public-health-england) <https://www.gov.uk/government/organisations/public-health-england>

Department of Health (DH) <https://www.gov.uk/government/organisations/department-of-health>

Royal College of Psychiatrists www.rcpsych.ac.uk

www.mind.org.uk/mental-health

www.mentalhealth.org.uk

www.rethink.org

www.sane.org.uk

NHS Choices

Module specification HSC205

1. Factual information			
Module Code	HSC205		
Module title	Professional Practice	Level	5
Module tutor	Sarah Wright	Credit value	30
Module type	Taught	Notional learning hours	300

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

Within the Professional Practice and the Workplace level 4 module, students will have had practice experience in an adult and children's setting. This module is designed to assess the knowledge and skills of students within their chosen setting working with either children or adults; students will be assessed against the National Occupational Competencies (NOS) set out in the Qualification and Credit Framework (QCF) level 3. Students will be expected to use reflective processes to examine specific incidents; to develop deeper self-awareness and insight into practice situations, and using this insight to develop their own care practice. Students who have demonstrated these competencies in the past and achieved a relevant competence-based qualification, will not be required to undertake Part 1 of the assessment. This module links with Professional Practice and the Workplace level 4.

3. Aims of the module

- To enable students to develop their practice and undertake assessment against competencies (NOS)
- To enable students to develop a portfolio of evidence that supports their professional development and practice.
- To enable students to demonstrate an approach to their practice that is informed by contemporary and relevant theoretical perspectives.
- To support students in developing as autonomous learners at HE level.
- To support students to develop as competent, skilled practitioners

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 current, evidence-related practice</p> <p>A2: Apply theories of reflection and reflective processes to their own 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></p> <p>B1: Evaluate the usefulness of theory that is relevant to a specific context in 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: Develop practice competence, in specified national occupational standards, at the prescribed level, in relation to their role and setting</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 original ideas about application to practice</p> <p>D2: Identify diverse ways in which the various concepts studied relate to wider theories in the health and social care practice setting.</p>	Lectures, seminars and tutorials

6. Indicative content.

This module combines theories of reflection such as Kolb and Gibbs with their application to practice and professional development.

7. Assessment strategy, assessment methods and their relative weightings

The module will be assessed in two parts:

50% Coursework

50% Practical (pass/fail)

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes					
	A1	A2	B1	C2	D1	D2
Assignment	X	X	X		X	X
QCF Portfolio				X		

9. Teaching staff associated with the module

Name and contact details

Sarah Wright

Sarah.Wright@somerset.ac.uk

01823 366329

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

Bolton, G (2000) *Reflective Practice Writing for Professional Development* London; Sage

Boud, D, Keogh, R and Walker (1985) *Reflection: Turning Experience into Learning*. London, Kogan Page

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

Jackson, C. and Thurgate, C. (2011) *Workplace learning in health and social care: a student's guide*. Maidenhead: Open University Press

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

Mantell, A. (2013) *Skills for social work practice*. 2nd edn. London: Sage

Schon, DA (1991) *The Reflective Practitioner* Aldershot: Avesbury

Taylor C and White S (2000) *Practising Reflexivity in Health and Welfare*. Buckingham; Open University Press

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

Tilmouth, T., Davies-Ward, E. and Williams, B. (2011) *Foundation degree in health and social care*. Abingdon: Hodder Education

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

Internet Sources

On line learning materials from City and Guilds www.SmartScreen.co.uk

Social Care Information and Learning Services: www.scils.co.uk

Skills for Care www.skillsforcare.org.uk

Skills for Health www.skillsforhealth.org.uk

Children's Workforce Development Council www.cwdcouncil.org.uk

Social Care Institute for Excellence – www.scie.org.uk

www.everychildmatters.gov.uk

Department of Health – www.dh.gov.uk

Human Rights and Equal Opportunity Commission – www.hrec.gov.au

Care Standards Act – www.hmso.gov.uk/acts/acts2000

Children Act – www.hmso.gov.uk/acts/acts1989/2004

Module specification HSC206

1. Factual information			
Module Code	HSC206		
Module title	Health and Social Care Project Proposal	Level	5
Module tutor	Dan Devlin	Credit value	10
Module type	Project Design	Notional learning hours	100

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

This module enables learners to design a small scale research project in the health and social care sector. Learners will apply the research process to an ethically approved proposal. This module links with the level 4 professional practice module and the level 5 Evidence based practice. This module also provides an introduction to research concepts that will support progress to level 6.

3. Aims of the module

- Develop and apply theory to design a small scale research project in the health and social care field.
- Evaluate existing research in chosen area of study
- Apply ethical principles to the research process in health and social care

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 : Evaluate existing studies and research in chosen area of enquiry</p>	<p>Taught sessions covering relevant theory Individual tutorials Seminar presentations Peer and self-review Individual research</p>
B. Cognitive skills	Learning and teaching strategy
None assessed	
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: Plan and present a research project applying appropriate theory, ethical principles and data analysis techniques</p>	<p>Taught sessions covering relevant theory Individual tutorials Seminar presentations Peer and self-review Individual research</p>
D Key transferable skills	Learning and teaching strategy
None assessed	
6. Indicative content.	
<p>Research process and questions, literature reviews, methodologies, ethical principles, data analysis, presentation of results, learner led peer review of projects, individual and group tutorials to support development</p>	

7. Assessment strategy, assessment methods and their relative weightings

100% Coursework – oral presentation

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes	
	A1	C1
Summative project submission	X	X

9. Teaching staff associated with the module

Name and contact details

Dan Devlin - Daniel.devlin@somerset.ac.uk 01823 366451**10. Key reading list** *(Please use standard Harvard referencing in this section)*Aveyard H. (2010) *Doing a literature review in health and social care: a practical guide*. 2nd edn. Maidenhead: Open University PressBlaxter L., Hughes C. and Tight M. (2010) *How to research*. 4th edn. Maidenhead: Open University PressBryman A. (2012) *Social research methods*. 4th edn. Oxford: Oxford University PressDenscombe M. (2010) *The good research guide: for small-scale social research projects*. 4th edn. Maidenhead: Open University PressFlick U. (2011) *Introducing research methodology: a beginner's guide to doing a research project*. London: SageKumar R. (2011) *Research methodology: a step-by-step guide for beginners*. 3rd edn. London: SageMay T (2011) *Social research: issues methods and process*. 4th edn. Maidenhead: Open University Press

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

Joseph Rowntree Foundation www.jrf.org.uk

Social Care Institute for Excellence www.scie.org.uk

National Institute for Health and Care Excellence www.nice.org.uk

Social Care Research Ethics Committee www.screc.org.uk

Kings Fund www.kingsfund.org.uk

