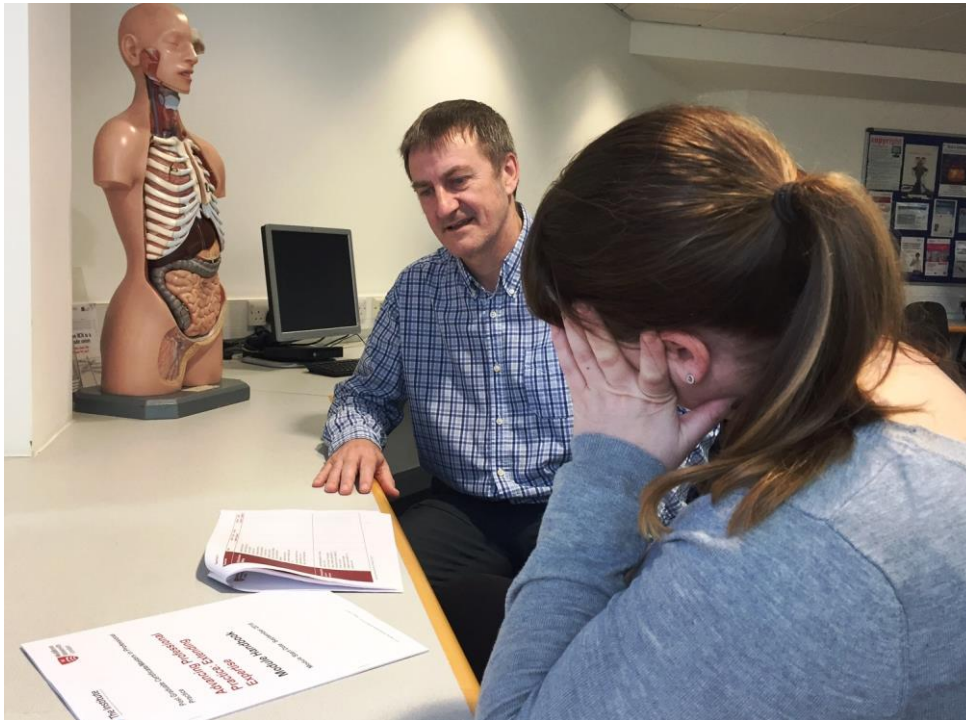


## **BA (Hons) Health and Social Care Practice**

### **Post-Qualifying Programme**



**Academic Year**  
**2017 to 2018**

## Contents:

Page	
3	Introduction
3	Programme Aims
4	Programme Structure
5	Admission Criteria
6	Student Recruitment
6	FAQs
8	Who to contact for further information
8	How to Apply
8	References
9	Appendix 1: 2017/18 Academic year Modules
9	Evidence Based Practice Level 5
11	Team Working in Health and Social Care Level 5
13	Evidence Based Practice Level 6
15	Team Working in Health and Social Care Level 6
17	Anaesthetic Practice Level 6
19	End of Life Care Level 5
21	Evaluating Quality in Health and Social Care Level 5
23	End of Life Care Level 6
25	Promoting Good Practice in Mental Health Care or Disability Care Level 6
27	Facilitating Change in Health and Social Care Level 6
29	Leadership in Health and Social Care Level 6
31	Modules planned for the 2018/2019 and 2019/2020 academic years
33	Overview of the 2017/2018 Academic Year



## Introduction

In partnership with Middlesex University, The Institute offers a portfolio of validated and franchised academic programmes. The post-registration degree and master programmes have been designed with the needs of the local health and social services as a central focus. They are appropriate for a wide range of professional groups within health and social care, or related professional groups who wish to develop their knowledge and skills in this field.

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

## Programme Aims

The programme aims to:

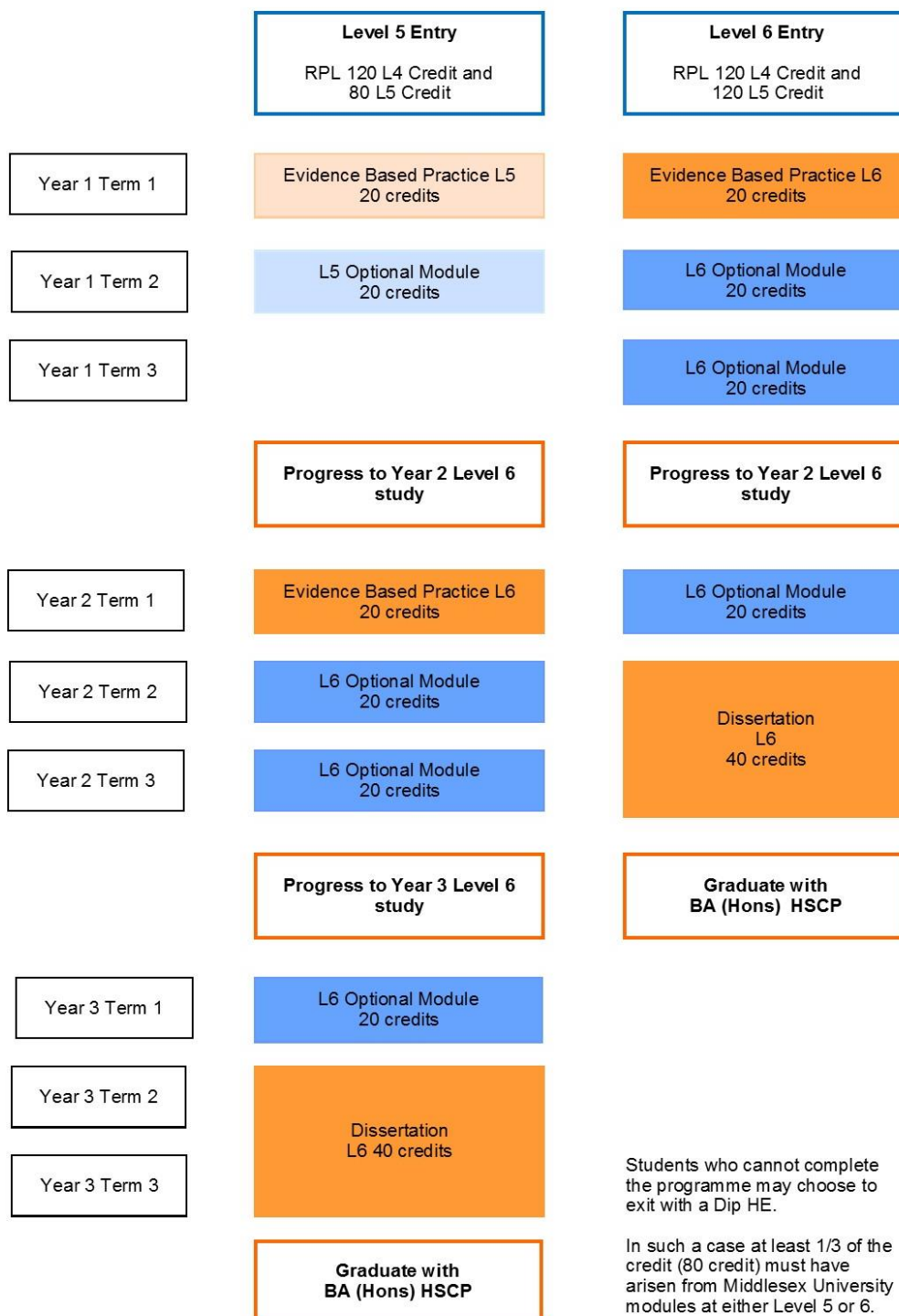
- Provide a practice-focussed, inter-professional post-qualifying framework to enhance the continuing development of health and social care practitioners.
- Enable health and social care professionals to access academic awards and equip them with the critical thinking and problem-solving skills associated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



## Programme Structure

The following diagram demonstrates the potential paths available to students.

**Figure 1. Overall structure of the programme**



Those students who have achieved 120 credits at level 4, or equivalent through a relevant professional registration qualification and are currently working in a Health or Social Care role may apply for Recognition of Prior Learning (RPL) to enter the programme. Students may also apply for RPL of up to 120 credits at Level 5, although it is recommended that those students who have not previously studied at Level 5 complete a minimum of 40 credits at this level to enable them to develop their study skills before progressing to Level 6 study. Students who already hold a Diploma in Higher Education (DipHE), with 120 credits at Level 4 and 120 credits at level 5, may apply for RPL to enter at level 6.

The following modules are compulsory:

- Level 5 Evidence-based practice (20 credits) (for students entering at level 5);
- Level 6 Evidence-based practice (20 credits);
- Dissertation (40 credits at level 6 only) are compulsory modules.

All other modules are optional, thereby requiring the student to choose the pathway they wish to study.

Although the main exit award for this programme is BA (Hons) Health and Social Care Practice, there is potential for students who cannot progress to this level to exit with a Dip HE in Health and Social Care Practice.

Students may seek RPL of academic credit gained with other universities, but at least one third of the overall credit must have been awarded by Middlesex University.

Further information is available in the RPL guidelines (available upon request from Samantha Smedley, Senior Administrator at [samantha.smedley@gov.gg](mailto:samantha.smedley@gov.gg) or on the Institute Website.

## Admission Criteria

Most students wishing to apply will be expected to have completed a programme of study leading to a recognised qualification and registration with a Professional Body, normally within the field of Health and Social Care. Students may claim Recognition of Prior Learning (RPL) in relation to previous study as stated in the previous section. Details of the RPL process are articulated in the Institute's 'Guidelines for Recognition of Prior Certificated and Experiential Learning' which reflect Middlesex University's RPL processes.

As this is a practice-focussed programme, students are normally expected to be working within the field of Health and Social Care or an associated role whilst undertaking this programme. They must have support from their line manager, as the assessment processes require students to integrate their learning and assessment tasks with the development of practice.

Consideration may be given to applicants seeking additional knowledge and skills that relate to the health and social care needs of the community they serve (for example police). These individuals will be able to seek alternative entry through the Institute's RPL processes.



## Student Recruitment

Potential students will be invited to an informal meeting to discuss options for their progression through the programme. This will include consideration of Recognition for Prior Learning (RPL), and opportunities for development of study skills and any additional support that may be required.

Students are also invited to enrol on single modules as continuing professional development.

There are no specific minimum or maximum numbers stipulated for this programme, however it is important that a viable number of students should be enrolled onto each module. Delivery of each module will therefore be dependent on the number of applicants. In the event of a high number of applications being received, a formal selection process may be implemented, with priority given to students wishing to complete the full BA (Hons) HSCP programme.

## Frequently Asked Questions

### 1. Can I access individual modules?

Yes, you can access modules as an associate student but you are recommended to seek advice from the programme team in relation to the academic level depending upon your previous academic experience. There may be certain restrictions for some modules, please see the programme specification for further details.

### 2. I have a Diploma in HE or other Level 5 or 6 academic credit already, can I top up to a Diploma or Degree qualification?

This may be possible. Please see the RPL guidelines for advice. Your qualification should be related to health and social care, leadership and management or education.

### 3. How much does an individual module cost?

For the 2017/18 academic year each 20 credit module will cost £ 950 (£2,850 per academic year). This fee is subject to review as part of the Institute's financial planning process.

States of Guernsey students may apply for assistance with fees, and for study leave from the organisation. For Health and Social Care employees any such assistance will be in accordance with the Health and Social Care 'Staff Learning and Development and Access to Study Leave' Policy Number 601. The student's contribution towards this study leave and costs will be identified as specified within Section 6 of this policy, and will have been recognised in the department's Training Needs Analysis.



#### **4. Do I need support from my line manager and do I need to be currently in practice?**

This is a practice-focussed programme. Ideally your manager will be able to support your with study leave. You will also need to be able to apply your study to your current practice and it is important that your manager is prepared to let you do this.

#### **5. How much study time will it require?**

Modules are designed to require approximately 200 hours per 20 credits. This includes attendance for taught sessions, individual study and assignment preparation. The amount of time does, however, vary on the student. We recommend that you are realistic about this requirement in relation to your work commitments and holiday commitments.

#### **6. Will my award be recognised in the UK?**

The programmes are not only reflective of standards set by UK bodies but they have been validated by Middlesex University. Even if you do not complete your programme with us you may be able to use the credit towards an award from another university.

#### **7. What happens if I do not complete the programme I registered for?**

There is the option for you to be awarded an exit award of Diploma in Higher Education or given a Transcript detailing the academic credit that you have been awarded. This credit may be transferable to a future programme, but please note the award of Recognition of Prior Learning is made at the discretion of the University where you intend to use this credit.

#### **8. I am returning to study after a break – how can I develop my skills to work at this level?**

Students will be invited to an [Induction on Tuesday 18th July 2017](#). This will enable you to meet the academic team from Guernsey and Middlesex University, as well as your fellow students. It is expected that you take this opportunity which will prepare you for study at this level. You will also be given information on how to access the Institute's Learning Pod which will provide you with links to a range of resources which will enable to you start revising your academic skills prior to commencing the programme in September. You will also be able to access the Institute's 'Study Skills Programme' which will be advertised on the Learning Pod. In addition you will be allocated a Personal and Professional Development Tutor who will be available to advise you during your studies.

#### **9. I have a Specific Learning Difficulty – will I get support?**

The Institute has a member of the Academic Team who will offer advice and assessment with regard to specific learning support. If required you can request an assessment, for example screening for Dyslexia. An individual academic support plan will also be completed reflecting the assessment of your needs.

#### **10. What modules will be offered during 2017/18?**

Details of the modules being offered in the 2017/18 academic year can be found in appendix one, and information on modules to be delivered in future academic years is available in appendix two.





## 11. Who do I contact for further details?

The Programme Lead Mark Hughes:

Direct line: 707324 or 725241 ext 4329 Email: [Mark.hughes@gov.gg](mailto:Mark.hughes@gov.gg)

The Programme Senior Administrator is Samantha Smedley:

Direct Line: 707445 or 725241 ext. 4345 Email: [samantha.smedley@gov.gg](mailto:samantha.smedley@gov.gg).

Registered students may access information on the Institute's Learning Pod at <http://theinstitute.gov.gg/>

## 12. When can I meet someone to get more information?

You are welcome to make an appointment to discuss your options with one of the programme team (see contact details above).

## 13. How do I apply for a place?

For an application form or more information please contact Samantha Smedley, Senior Institute Administrator at [samantha.smedley@gov.gg](mailto:samantha.smedley@gov.gg).

Direct Line: 707445 or 725241 ext. 4345.

**The closing date for applications is: Friday 14<sup>th</sup> July 2017**

Late applications may be considered depending on availability.

Students may also join single modules as Associate Students for CPD during the year.

## 14. When do I hear if I have been given a place?

All applicants should be informed if they have been successful in being granted a place on the programme by **Monday 17<sup>th</sup> July 2017**.

## References

The College of Social Work (2012) *Professional capabilities framework*, available from <http://www.collegeofsocialwork.org/pcf.aspx> accessed 07/12/12

Francis R (2013) The Mid Staffordshire NHS Foundation Trust Public Inquiry. <http://webarchive.nationalarchives.gov.uk/20150407084003/http://www.midstaffspublicinquiry.com/>

HCPC (2015) Health and Social Care Professionals Council Annual Report 2015. <http://coru.ie/uploads/documents/AnnualReport2015.pdf>

NMC (2015) Revalidation: Your step-by-step guide through the process. Nursing and Midwifery Council. <http://revalidation.nmc.org.uk/>





**Term 1: Evidence-based Practice (Level 5) - COMPULSORY MODULE****Module Aim**

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

**Module Outcomes**

Completion of the module will enable you to:

**Knowledge (understanding):**

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

**Skills (competences):**

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

**Syllabus**

This module will include:

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



## Assessment

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

### Task 1

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

### Task 2

You will write a 2,500 evaluation of the literature that they have retrieved, identifying the different types of evidence available, the key features of these types of evidence, and a brief critique of quality of the evidence as a basis for practice. The evidence retrieved could include qualitative and quantitative research papers, literature reviews and other forms of evidence such as articles and guidelines. This will enable you to demonstrate your understanding of the range and nature of evidence available as a basis for practice. Completion of this task will demonstrate achievement of Knowledge Learning Outcomes 2, 3 and 4, and Skills Learning Outcomes 2 and 3.

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. You are advised not to plan leave between the following dates.

### Key term dates are:

Thursday 7 <sup>th</sup> September	9.30-12.30
Friday 15 <sup>th</sup> September	9.30-12.30
Thursday 21 <sup>st</sup> September	9.30-12.30
W/C 25 <sup>th</sup> September	Self-directed study
Wednesday 4 <sup>th</sup> October	9.30-12.30
W/C 9 <sup>th</sup> October	Self-directed study
Wednesday 18 <sup>th</sup> October	9.30- 12.30
Thursday 26 <sup>th</sup> October	09.30-12.30
Wednesday 1 <sup>st</sup> November	9.30- 12.30
W/C 6 <sup>th</sup> November	Self-directed study
W/C 13 <sup>th</sup> November	Self-directed study
Monday 27 <sup>th</sup> November	Submission of assignment



### Module Aim

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

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

#### Skills (competences):

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

### Syllabus

This module will include:

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

### Assessment

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



### Formative Task:

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

### Summative Task 1:

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

### Summative Task 2:

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

### Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term.

### Key term dates are:

Tuesday 5th September 2017	9.00 – 16.00
Wednesday 20 <sup>th</sup> September 2017	9.00 – 15.00
Thursday 5 <sup>th</sup> October 2017	9.00 – 13.00
Wednesday 11 <sup>th</sup> October 2017	<b>Assessed Presentation</b> 09.00 – 15.00
Thursday 27 <sup>th</sup> October 2017	9.00 – 15.00
Tuesday 7 <sup>th</sup> November 2017	13.30 – 16.00
Monday 27 <sup>th</sup> November	<b>Submission of written assignment by 15.00</b>



### Module Aim

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

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

#### Skills (competences):

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

### Syllabus

This module will include:

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



## Assessment

### Task 1

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

### Task 2

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

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. You are advised not to plan leave between the following dates.

### Key term dates are:

Thursday 7 <sup>th</sup> September	9.30-12.30
Friday 15 <sup>th</sup> September	9.30-12.30
Thursday 21 <sup>st</sup> September	9.30-12.30
W/C 25 <sup>th</sup> September	Self-directed study
Wednesday 4 <sup>th</sup> October	9.30-12.30
W/C 9 <sup>th</sup> October	Self-directed study
Wednesday 18 <sup>th</sup> October	9.30- 12.30
Thursday 26 <sup>th</sup> October	09.30-12.30
Wednesday 1 <sup>st</sup> November	9.30- 12.30
W/C 6 <sup>th</sup> November	Self-directed study
W/C 13 <sup>th</sup> November	Self-directed study
Monday 27 <sup>th</sup> November	Submission of assignment



### Module Aim

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

1. Critically analyse the theory relating to team dynamics, role stereotypes, power relationships, team and organisational culture, and communication in the work place setting.
2. Critically analyse your role and responsibilities and those of the professional team.
3. Critically appraise the concept of interprofessional collaboration within the context of Health and Social Care.
4. Critically explore how best practice can be achieved through effective interprofessional collaboration and team work.

#### Skills (competences):

1. Critically evaluate how your team meets the needs of the service users and make recommendations for areas of improvement.
2. Synthesise evaluation of your own and your team's contribution to team collaboration to identify development required to facilitate effective team working in practice.

### Syllabus

This module will include:

- Local and national policies and professional standards
- The central concept of fulfilling service user needs as the focus of health and social care team working.
- Concepts of inter professional team working, enhancing and changing professional roles and boundaries.
- Governance, collective responsibility and learning from previous failures in care (i.e. serious case reviews).
- The ethical implications of professional and inter professional collaboration.





- Theories of individual team roles
- Theories of team working, enhancing communication and managing change.
- Understanding and resolving conflicts of interests and the consequences for the staff and the service users if this is not implemented.

### Assessment

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

#### Formative Task:

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

#### Summative Task:

You will write a 4,000 word care study that will critically analyse your own role and professional responsibilities and those of your fellow team members in the provision of care and/or support for a service user with complex needs or a group of service users. You will critically appraise the concept of intra- and interprofessional collaboration within the context of health and social care, identifying learning and implications for practice arising from serious case review reports. You will also consider relevant theories and make recommendations to enhance team working and interprofessional collaboration at a departmental and organisational level.

### Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term.

#### Key term dates are:

Tuesday 5th September 2017	9.00 – 16.00
Wednesday 20 <sup>th</sup> September 2017	9.00 – 15.00
Thursday 5 <sup>th</sup> October 2017	9.00 – 13.00
Wednesday 11 <sup>th</sup> October 2017	<b>Assessed Presentation</b> 09.00 – 15.00
Thursday 27 <sup>th</sup> October 2017	9.00 – 15.00
Tuesday 7 <sup>th</sup> November 2017	13.30 – 16.00
Monday 27 <sup>th</sup> November	<b>Submission of written assignment by 15.00</b>



### Module Aim

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

1. Critically appraise and assess the holistic needs of the individual patient as they progress through the peri-operative journey under local, general or regional anaesthetic.
2. Critically apply a contemporary evidence base to practice; recognising the need to include the patient perspective and the professional judgment of the wider surgical team in the decision-making process.
3. Critically appraise the assessment, planning, implementation and evaluation of the care provided to meet patient needs and make recommendations for improvement in service.

#### Skills (competences):

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

## Syllabus

This module will include:

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

## Assessment

### Task 1:

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

### Task 2:

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

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. You are advised not to plan leave between the following dates.

### Key term dates are:

- Week beginning 4<sup>th</sup> September 2017: Module Launch
- Monday 5<sup>th</sup> March 2017: Submission of assessed written work



### Module Aim

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

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

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

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

#### Skills (competences):

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

### Syllabus

This module will include:

- Death and dying in contemporary society
- Evidence-based practice
- Communication
- Holistic assessment and symptom management



- Carer support
- Transitions in care
- Psychosocial care
- Emotional resilience
- Care during the last days of life
- Legal and ethical issues

## Assessment

The student will be required to carry out two tasks.

### Task 1:

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

### Task 2:

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

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. You are advised not to plan leave between the following dates.

### Key term dates are:

Wednesday 29 <sup>th</sup> November 2017	9.30-12.30 in VCR
W/C 4 <sup>th</sup> December 2017	Self-directed study
Tuesday 12 <sup>th</sup> December 2017	13.00- 16.00 in room 3
W/C 18 <sup>th</sup> December 2017	Self-directed study
Tuesday 9 <sup>th</sup> January 2018	9.30-12.30 in room 3
W/C 15 <sup>th</sup> January 2018	Self-directed study
Tuesday 23 <sup>rd</sup> January 2018	9.30- 12.30 in room 3
W/C 29 <sup>th</sup> January 2018	Self-directed study
Tuesday 6 <sup>th</sup> February 2018	9.30- 12.30 in room 7
W/C 12 <sup>th</sup> February 2018	Self-directed study
Tuesday 20 <sup>th</sup> February 2018	13.00- 16.00 in room 7
Monday 5 <sup>th</sup> March 2018	Submission of assignment

## Term 2 End of Life Care (Level 6) - OPTIONAL MODULE

### Module Aim

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

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

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

1. Critically appraise the philosophy and development of end-of-life care provision including the social and political trends affecting clinical practice
2. Critically analyse the concepts of wellbeing and resilience and determine how they can be fostered both in patients and themselves.
3. Debate the ethical and legal issues that influence palliative care symptom management
4. Critically appraise the challenges associated with the provision of end-of-life care and the strategies available for service improvement.
5. Determine the role of the individual practitioner in providing holistic evidence-based care to meet the needs of patient/service users with life-limiting illnesses and those important to them
- 6.

#### Skills (competences):

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

### Syllabus

This module will include:

- Death and dying in contemporary society



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

## Assessment

The student will be required to carry out two tasks.

### Task 1:

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

### Task 2:

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

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. You are advised not to plan leave between the following dates.

### Key term dates are:

Wednesday 29 <sup>th</sup> November 2017	9.30-12.30 in VCR
W/C 4 <sup>th</sup> December 2017	Self-directed study
Tuesday 12 <sup>th</sup> December 2017	13.00- 16.00 in room 3
W/C 18 <sup>th</sup> December 2017	Self-directed study
Tuesday 9 <sup>th</sup> January 2018	9.30-12.30 in room 3
W/C 15 <sup>th</sup> January 2018	Self-directed study
Tuesday 23 <sup>rd</sup> January 2018	9.30- 12.30 in room 3
W/C 29 <sup>th</sup> January 2018	Self-directed study
Tuesday 6 <sup>th</sup> February 2018	9.30- 12.30 in room 7
W/C 12 <sup>th</sup> February 2018	Self-directed study
Tuesday 20 <sup>th</sup> February 2018	13.00- 16.00 in room 7
Monday 5 <sup>th</sup> March 2018	Submission of assignment





### Module Aim

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

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

#### Skills (competences):

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

### Syllabus

This module will include:

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



## Assessment

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

### Task 1:

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

### Task 2:

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

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. This includes a 2 week Christmas break.

Key term dates are:

Date	Time
Thursday 30 <sup>th</sup> November 2017	13.00 – 17.00
Thursday 7 <sup>th</sup> December 2017	13.00 – 16.00
Monday 18 <sup>th</sup> December 2017	09.30 – 13.30
Monday 15 <sup>th</sup> January 2018	09.30 – 12.30
Tuesday 30 <sup>th</sup> January 2018	09.30 – 13.30
Monday 12 <sup>th</sup> February 2018	09.30 – 12.30
<b>Monday 5<sup>th</sup> March 2018 3.00 pm</b>	<b>Assignment submission date</b>



## Term 3 Promoting good practice in Mental Health Care OR Learning Disability Care (Level 6) - OPTIONAL MODULE

### Module Aim

This module aims to enable students to critically appraise contemporary guidance; identifying practice related developments that will enhance the care of people with a mental health condition OR the care of people with a learning disability. Theories of models of care will be explored, alongside change management principles and reflective frameworks. These will support you to propose and reflect upon a development for practice that further promotes the care of service users.

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

1. Critically appraise contemporary guidance that supports the development of practice for people with a mental health condition OR people with a learning disability
2. Critically discuss an area of current practice that can be enhanced to further promote the care of people with a mental health condition OR care of people with a learning disability
3. Critically evaluate a plan for implementation of a practice development initiative that the student has chosen.

#### Skills (competences):

1. Examine an aspect of current practice
2. Prepare a proposal to develop an aspect of current practice
3. Present the initiative, and provide a justification effectively to peers
4. Reflexivity for the practice development initiative to evolve

### Syllabus

This module will include:

- Contemporary frameworks and guidance for Mental Health OR Learning Disability
- Leadership styles
- Change management
- Service improvements
- Practice development for self and team
- Role modelling
- Self-awareness
- Reflexivity
- Service user experience
- Social models of care
- Recovery model
- Person centred care



## Assessment

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

### Task 1:

- Write a **1500 word critical appraisal** of contemporary literature (guidance or a framework for good practice) related to your chosen field of practice to develop (Mental Health or Learning Disability)
- Identify an area of practice to develop that has been highlighted within the appraisal
- Provide a justification of why this aspect of practice has been chosen
- Critically discuss how this will enhance service user experience

### Task 2 (A&B)

**Task 2A:** This is a formative assessment where you will:

- Present and justify the practice development initiative to peers

### Task 2B:

- Write a 2,500 word structured critique based upon a plan of implementation for the practice development initiative. The reflection and plan will:
- Identify the 'drivers and restrainers' of the change and the implications of these
- Critically examine solutions to overcome these implications

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. You are advised not to plan leave between the following dates.

### Key term dates are:

Tuesday 6th March 2018	Times to be confirmed
Tuesday 13 <sup>th</sup> March	Times to be confirmed
Thursday 22 <sup>nd</sup> March	Times to be confirmed
w/c 2 <sup>nd</sup> April	Self-directed study
w/c 9 <sup>th</sup> April	Self-directed study
Tuesday 17 <sup>th</sup> April	Times to be confirmed
Tuesday 24 <sup>th</sup> April	Times to be confirmed
Thursday 3 <sup>rd</sup> May	Times to be confirmed
w/c 7 <sup>th</sup> May	Self-directed study
w/c 14 <sup>th</sup> May	Self-directed study
w/c 21 <sup>st</sup> May	Self-directed study
w/c 28 <sup>th</sup> May	Self-directed study
Monday 4 <sup>th</sup> June 2018 @ 3 pm	Submission of assignment



### Module Aim

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

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

#### Skills (competences):

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

### Syllabus

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

## Assessment

### Task 1:

Students will be required to present a 2,000 word essay that will review a recent change in local provision of an area of health or social care that is relevant to their area of practice. This essay will include critical analysis of this change in relation to national and international best practice, leadership within the change management processes, and evaluation of the outcomes of this change.

### Task 2:

Students will prepare a 1,000 word proposal to implement a change in practice which they will lead. (This change may have been identified while undertaking module 'A62 Evaluating Quality in Health and Social Care'). This proposal will be presented to their peers and module team during a 15 minute oral presentation and will consider the selection of change management model, leadership skills/styles required to implement the change and how the change will be evaluated.

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. This includes a 1 week Easter break.

Key term dates are:

Date	Time
Wednesday 7 <sup>th</sup> March 2018	09.30 – 13.30
Wednesday 14 <sup>th</sup> March 2018	09.30 – 12.30
Tuesday 3 <sup>rd</sup> April 2018	09.30 – 13.30
Wednesday 18 <sup>th</sup> April 2018	09.30 – 12.30
Thursday 3 <sup>rd</sup> May 2018	09.30 – 12.30
Thursday 17 <sup>th</sup> May 2018	09.30 – 13.30
<b>Monday 4<sup>th</sup> June 2018 3.00 pm</b>	<b>Assignment submission date</b>



### Module Aim

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

### Module Outcomes

Completion of the module will enable you to:

#### Knowledge (understanding):

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

#### Skills (competences):

1. Critically evaluate the leadership skills you have used to evaluate team performance, motivate team working, and manage conflict within teams.
2. Reflect on your practice, demonstrating emotional intelligence and identify your personal development needs.

### Syllabus

This module will include:

- Situational Leadership
- Leadership styles and models
- Emotional intelligence
- Leading teams and facilitating development
- Creating a learning environment for teams
- Managing conflict in teams
- Evaluation and management of individual performance





- Supporting personal development of team members
- Communication to enable team working
- Communication with individuals
- Identifying key stakeholders to provide information, gather stakeholder needs and requirements, and to facilitate stakeholder involvement
- Ethical leadership
- How leadership can promote equality and diversity

## Assessment

### Task 1:

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

### Task 2:

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

## Module Timetable

You should be available to attend the Institute for the taught components for the module which will be confirmed before the start of the term. This includes a 1 week Easter break.

Key term dates are:

Date	Time
Thursday 8 <sup>th</sup> March 2018	09.30 – 13.30
Thursday 15 <sup>th</sup> March 2018	13.00 – 16.00
Wednesday 4 <sup>th</sup> April 2018	09.30 – 13.30
Thursday 19 <sup>th</sup> April 2018	09.30 – 12.30
Wednesday 2 <sup>nd</sup> May 2018	09.30 – 13.30
Thursday 16 <sup>th</sup> May 2018	09.30 – 13.30
<b>Monday 4<sup>th</sup> June 2018 3.00 pm</b>	<b>Assignment submission date</b>

### Improving the experiences of people with Dementia (Level 5) - OPTIONAL MODULE

#### Module Aim

In the UK and other developed countries, dementia is rising to epidemic proportions. There are around 800,000 people with dementia in the UK, and the disease costs the economy £23 billion a year. There are immense implications for society, especially in the funding of social care, but also the care needs for the person with dementia from a holistic viewpoint. The module will also help you to review your own and colleagues' attitudes and practices. It will also examine the needs of the service user's carers.

### Improving the experiences of people with Dementia (Level 6) - OPTIONAL MODULE

#### Module Aim

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

### Health Promotion Policy and Practice (Level 5) - OPTIONAL MODULE

#### Module Aim

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

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



## Health Promotion Policy and Practice (Level 6) - OPTIONAL MODULE

### Module Aim

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

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

## Dissertation (Level 6) - OPTIONAL MODULE

### Module Aim

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

## BA (Hons) Health and Social Care Programme 2017 to 2018 Academic Year

### Information Drop-In Session:

Friday 23<sup>rd</sup> June 2017 12.30 – 14.00

**Closing Date for Applications:** Friday 14<sup>th</sup> July 2017 (late applications will be considered)

**Programme Induction:** Tuesday 18<sup>th</sup> July 2017 / Wednesday 16<sup>th</sup> August 2017

Term Dates	Level 5 Modules	Level 6 Modules
<b>Term 1</b> Commences: week beginning 4 <sup>th</sup> September 2017  Assessment Submission Date: 27 <sup>th</sup> November 2017	Evidence-based practice (HSCP501) (20 credits)  Team-working in Health and Social Care (HSCP521) (20 credits)	Evidence-based practice (HSCP601) (20 credits)  Team-working in Health and Social Care (HSCP621) (20 credits)  Anaesthetic Practice (HSCP614) (40 credits) <i>Continues into Term 2</i>
<b>Term 2</b> Commences: week beginning 27 <sup>th</sup> November 2017 Assessment Submission Date: 5 <sup>th</sup> March 2018	End-of-life care (HSCP511) (20 credits)	End-of-life care (HSCP611) (20 credits)  Evaluating Quality in Health and Social Care (HSCP623) (20 credits)  Anaesthetic Practice (HSCP614) (40 credits) <i>Continues from Term 2</i>
<b>Term 3</b> Commences: week beginning 5 <sup>th</sup> March 2018  Assessment Submission Date: 4 <sup>th</sup> June 2018		Promoting good practice in mental health care or learning disability care (HSCP615) (20 credits)  Leadership in Health and Social Care (HSCP622) (20 credits)  Level 6: Facilitating Change in Health and Social Care (HSCP624) (20 credits)