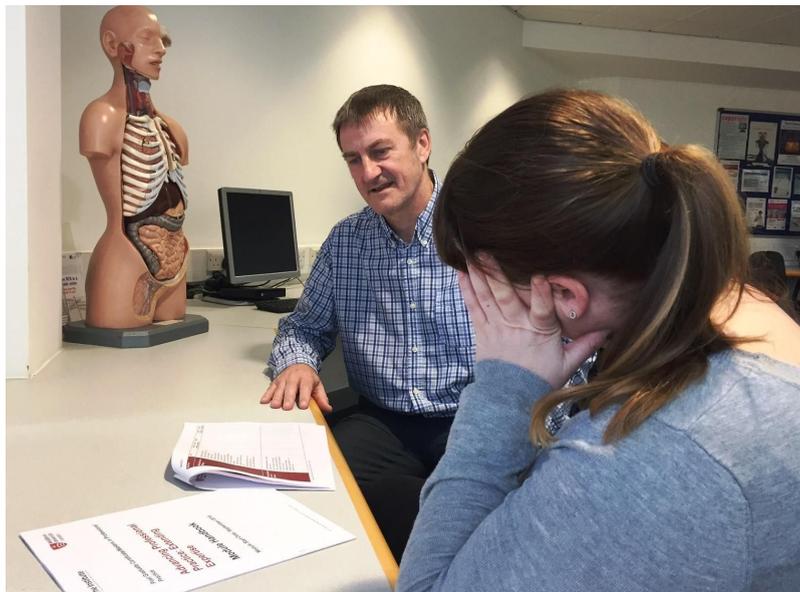


BA (Hons) Health and Social Care Practice Post-Qualifying Programme



**Academic Year
2019 to 2020**



This Programme is quality assured by Middlesex University and you will receive a Middlesex award on successful completion.

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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:

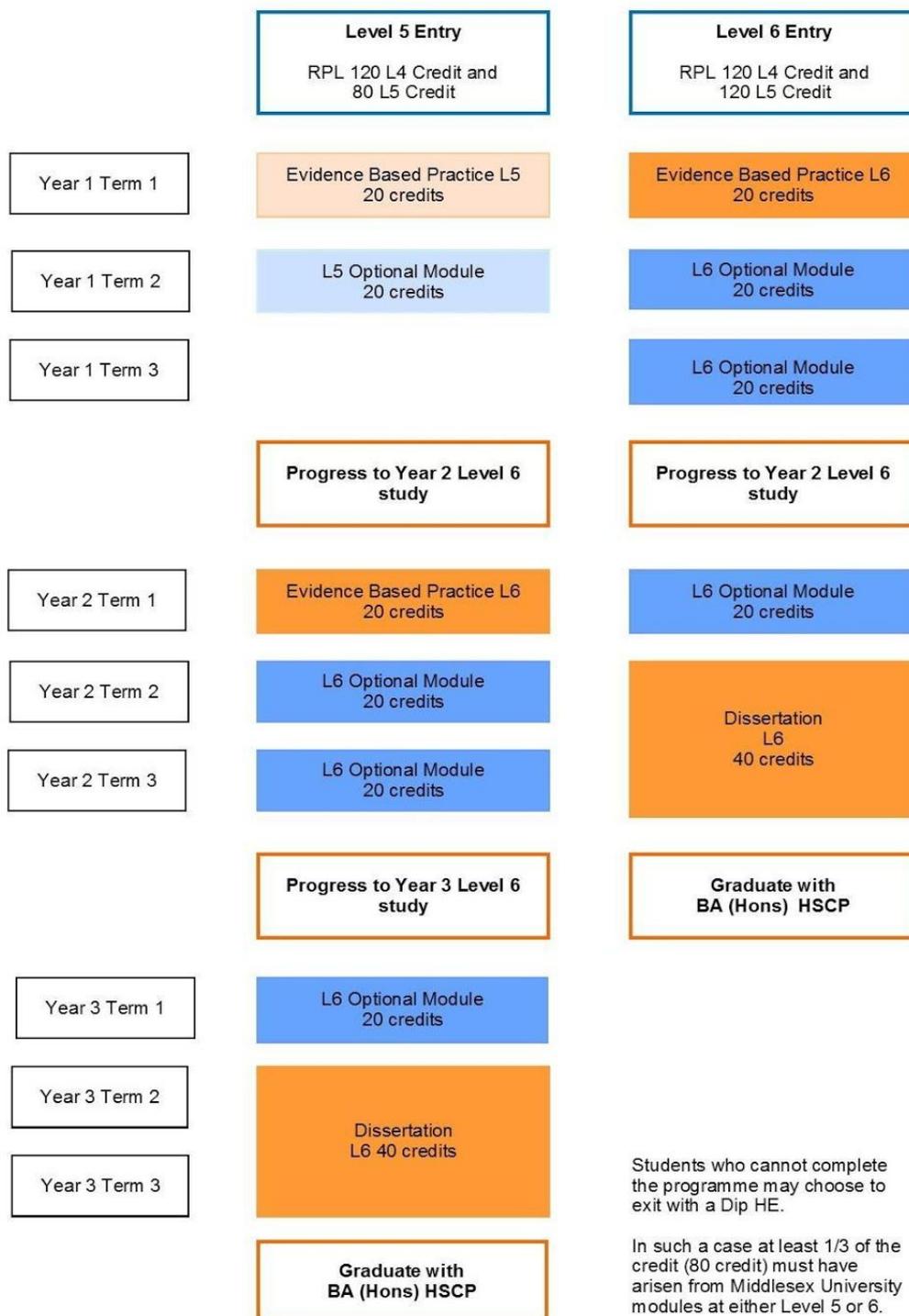
- Provide a practice-focussed, inter-professional post-qualifying framework to enhance the continuing development of health and social care practitioners.
- Enable health and social care professionals to access academic awards and equip them with the critical thinking and problem-solving skills associated 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 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 2019/20 academic year each 20 credit module will cost £1,000 (£3,000 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 you 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 and holiday commitments. If you are supported by your manager to undertake this study you may be entitled to study leave in accordance with your organisation's study leave policy. It is unlikely, however, that this will encompass the entire 200 hours.

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. Please note that acceptance of this academic credit is made at the discretion of the University where you intend to use this credit, and will be in accordance with the 'Recognition of Prior Learning' regulations of the other 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.

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

Students commencing study in September will be invited to an **Induction on Tuesday 27th August 2019**. This will enable you to meet the academic team and 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 you to start revising your academic skills prior to commencing the programme in September. **It is strongly recommended that you take this opportunity.** If you commence modules later in the academic year you will be provided with access to relevant study skills preparation through your module programme.

9. What support will I receive during my studies?

You will be provided with individual support from a Personal and Professional Development Teacher. In addition you will have access to a range of study skill sessions and workshops.

10. 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.



11. What modules will be offered during 2019/20?

Details of the modules being offered in the 2019/20 academic year can be found in appendix one, and information on modules to be delivered in future academic years is available in appendix two.

12. Can I commence the programme during the Academic Year?

Students wishing to join the full degree programme will normally enter in Term 1, however it is possible to study stand-alone CPD modules in Term 2 and 3, and then apply for admission to the programme in the following year.

13. Is there a 'minimum attendance rule' for lectures?

The IHSCS adhere to an 80% attendance rule to allow successful completion of their modules. Exception to this rule can be applied for through a formal 'Extenuating Circumstances' process.

14. Will I be required to take study leave?

It is recommended that you apply for, and have an agreement with your manager regarding study leave, prior to commencement on the course. Please be aware that study leave varies according to the award level and includes the taught component of your course. (Information regarding your study leave is requested on the course application form).

15. Who do I contact for further details?

The Programme Lead Dawn Barclay:

Direct Line: 707688 or 725241 ext 4888 Email: dawn.barclay@gov.gg

The Programme Senior Administrator is Samantha Smedley:

Direct Line: 707445 or 725241 ext. 4345 Email: samantha.smedley@gov.gg.

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

The Academic Lead for Teaching and Learning Lead Judy Moore:

Direct line: 707447 or 725241 ext 4647 Email: judy.moore@gov.g

16. 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). You are also welcome to attend one of our drop in sessions at the Institute on:

| | |
|------------------------------------|---------------|
| Thursday 30 th May 2019 | 13.00 – 15.00 |
| Tuesday 4 th June 2019 | 11.30 – 13.30 |

17. 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.



Direct Line: 707445 or 725241 ext. 4345.

The closing date for applications for the 2019/20 academic year is: Monday 1st July 2019

Late applications may be considered depending on availability.

18. 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 **Friday 14th July 2019**

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/>



Appendix 1: Level 5 Modules

Evidence-based Practice (Level 5) - COMPULSORY MODULE FOR LEVEL 5 ENTRANTS

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 databases
- 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:

| | |
|----------------------------------|----------------------------------|
| Friday 6th September 2019 | 9.30-12.30 |
| Thursday 12th September 2019 | 9.30-12.30 |
| Thursday 19 September 2019 | 9.30-12.30 |
| Friday 4th October 2019 | 9.30-12.30 |
| Wednesday 16th October 2019 | 9.30-12.30 |
| Friday 25th October 2019 | 9.30-12.30 |
| 1st November 2019 | 9.30-12.30 |
| Monday 25th November 2019 | Assignment Submission Day |



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.

Module Outcomes

Completion of the module will enable you to:

Knowledge (understanding):

1. Interpret the theories, definitions and concepts underpinning health promotion and health education.
2. Critique the political, professional and ethical issues which influence health promotion in practice.
3. Describe and appraise a current health promotion intervention and present it to your peers.

Skills (competences):

1. Ability to write a report promoting the use of the health promotion intervention.
2. Leadership skills in relation to assessing health needs and identifying areas for service improvement.
3. Peer working to discuss ideas for health promotion interventions.

Syllabus

This module will include:

- Political aspects including government policies and strategy (local and national).
- Development of health promotion, public health and the contemporary health care agenda: Guernsey's 20:20 Vision, and the Bailiwick's HSC Business Plan 2016.
- Overview of key health promotion definitions and concepts.
- Sociological aspects of health.
- Theories and models of health promotion.
- Planning, implementing and evaluating health promotion interventions.
- Social and cultural diversity.
- Contemporary issues in health promotion practice



Assessment

Task 1:

You will be required to describe and appraise an existing health promotion intervention, which is preferably relevant to their area of practice. You will then **present** an overview of this intervention. This will address Skills Learning Outcomes 1 and 3.

Task 2:

You will submit a **3,000 word report** promoting the use of your chosen intervention in practice. This will address Knowledge Learning Outcomes 2 and 3, 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:

| Date | Time |
|--------------------------------------|----------------------------------|
| Tuesday 26th November 2019 | 9.30-16.30 |
| Tuesday 3rd December 2019 | 9.30-16.30 |
| Monday 9th December 2019 | 9.30-16.30 |
| Thursday 19th December 2019 | 9.30-16.30 |
| Monday 14th January 2020 | 9.30-16.30 |
| Thursday 6th February 2020 | 9.30-16.30 |
| Monday 2nd March 2020 by 3 pm | Assignment submission day |



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.

Module Outcomes

Completion of the module will enable you to:

Knowledge (understanding):

1. Explore the interdependent physical, psychological and social dimensions of need that inform your understanding of the lived experience of service users with dementia.
2. Analyse appropriate strategies and their efficacy, to help support the service user with dementia, his carers and family.
3. Reflect upon your own role and effectiveness, as part of the total support network for those with dementia.

Skills (competences):

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

Syllabus

This module will include:

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



Assessment

Task 1:

You will be required to write a **2,500-word written assignment** reviewing two of the perspectives identified during the course.

Task 2:

You will give a 15-minute **oral seminar presentation** on the relevance and possible impact of a chosen person-centred framework for dementia on the student's practice

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, but two week Easter break is allocated within the timetable.

Key term dates are:

| Date | Time |
|-----------------------------|----------------------------------|
| Thursday 5th March 2020 | 9.30- 4.30 |
| Thursday 12th March 2020 | 9.30-4.30 |
| Thursday 2nd April 2020 | 9.30-4.30 |
| Thursday 23rd April 2020 | 9.30-4.30 |
| Thursday 7th May 2020 | 9.30-4.30 |
| Monday 1st June 2020 | Assignment Submission Day |



Appendix 2: Level 6 Modules

Dissertation (Level 6) – COMPULSORY 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.

Module Outcomes

On completion of this module the successful student will be able to:

Knowledge (understanding):

1. Critically evaluate the quality of the literature and research material relating to a particular aspect of practice.
2. Synthesise information from a variety of sources to inform practice.

Skills (competences):

1. Demonstrate the ability to conduct a systematic search of the literature.
2. Present the findings of the literature search in the form of a dissertation.

Syllabus

This module will include:

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

Assessment

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



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, but Christmas and Easter breaks are allocated within the timetable.

Key term dates are:

| First Cohort | |
|---------------------------------------|----------------------------------|
| Date | Time |
| Thursday 20th June 2019 Launch | 9.30 - 11.30 |
| Tuesday 3rd September 2020 | 13.00 - 16.00 |
| Tuesday 17th September 2019 | 9.00 - 13.00 |
| Tuesday 24th September 2019 | 9.30 - 11.30 |
| Tuesday 15th October 2019 | 9.30 - 11.30 |
| Tuesday 19th November 2019 | 9.30 - 11.30 |
| Tuesday 21st January 2020 | 9.30 - 11.30 |
| Monday 2nd March 2020 | Assignment submission day |

| Second Cohort | |
|--|----------------------------------|
| Date | Time |
| Thursday 20th June 2019/ Wednesday 2nd October 2019 Launch | 9.30 - 11.30/ 13.00 - 15.00 |
| Monday 25th November 2019 | 9.00 - 13.00 |
| Wednesday 4th December 2019 | 9.00 - 12.00 |
| Wednesday 15th January 2020 | 9.30 - 11.30 |
| Wednesday 26th February 2020 | 9.30 - 11.30 |
| Wednesday 25th March 2020 | 9.30 - 11.30 |
| Wednesday 29th April 2020 | 9.30 - 11.30 |
| Monday 1st July 2020 | Assignment submission day |



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. You are advised not to plan leave between the following dates, but 1 one week Easter break is allocated within the timetable.

Key term dates are:

| Date | Time |
|---|-----------------------------------|
| Friday 6 th September 2019 | 13.00 – 17.00 |
| Friday 13 th September 2019 | 13.00 – 16.00 |
| Friday 20 th September 2019 | 09.30 – 13.30 |
| Monday 1 st October 2019 | 09.30 – 12.30 |
| Friday 11 th October 2019 | 09.30 – 13.30 |
| Friday 18 th October 2019 | 09.30 – 12.30 |
| Monday 25th November 2019 3.00 pm | Assignment submission date |



Evidence-based Practice (Level 6) - COMPULSORY MODULE

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:

| | |
|----------------------------------|----------------------------------|
| Friday 6th September 2019 | 9.30-12.30 |
| Thursday 12th September 2019 | 9.30-12.30 |
| Thursday 19 September 2019 | 9.30-12.30 |
| Friday 4th October 2019 | 9.30-12.30 |
| Wednesday 16th October 2019 | 9.30-12.30 |
| Friday 25th October 2019 | 9.30-12.30 |
| 1st November 2019 | 9.30-12.30 |
| Monday 25th November 2019 | Assignment Submission Day |



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.

Module Outcomes

Knowledge (understanding):

On completion of this module the successful student will be able to:

1. Interpret the theories, definitions and concepts underpinning health promotion and health education.
2. Critically analyse the political, professional and ethical issues which influence health promotion in practice.
3. Critically appraise a current health promotion intervention.

Skills (competences):

This module will call for the successful student to demonstrate:

1. Ability to write a report promoting the use of the health promotion intervention.
2. Leadership skills in relation to assessing health needs and identifying areas for service improvement.
3. Peer working to discuss ideas for health promotion interventions.

Syllabus

This module will include:

- Political aspects including government policies and strategy (local and national).
- Development of health promotion, public health and the contemporary health care agenda: Guernsey's 20:20 Vision, and the Bailiwick's HSC Business Plan 2016.
- Overview of key health promotion definitions and concepts.
- Sociological aspects of health.
- Theories and models of health promotion.
- Planning, implementing and evaluating health promotion interventions.
- Social and cultural diversity.
- Contemporary issues in health promotion practice.



Assessment

Task 1:

You will be required to design, implement and critically evaluate a health promotion intervention relevant to your area of practice. You will present an overview of this intervention. This will address Skills Learning Outcomes 1 and 2.

Task 2:

You will submit a **3,000 word report** promoting the use of your chosen intervention in practice. This will address Knowledge Learning Outcomes 1, 2 and 3, and Skills Learning Outcomes 3 and 4.

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, but 1 one week Easter break is allocated within the timetable.

Key term dates are:

| Date | Time |
|--------------------------------------|----------------------------------|
| Tuesday 26th November 2019 | 9.30-16.30 |
| Tuesday 3rd December 2019 | 9.30-16.30 |
| Monday 9th December 2019 | 9.30-16.30 |
| Thursday 19th December 2019 | 9.30-16.30 |
| Monday 14th January 2020 | 9.30-16.30 |
| Thursday 6th February 2020 | 9.30-16.30 |
| Monday 2nd March 2020 by 3 pm | Assignment submission day |



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.

Module Outcomes

Completion of the module will enable you to:

Knowledge (understanding):

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

Skills (competences):

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

Syllabus

This module will include:

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



Assessment

Task 1:

You will be required to write a **2000 word written assignment** that analyses two of the significant paradigms pertaining to dementia care.

Task 2:

You will submit a **2000 word reflection** considering current dementia care practice in the student's area of work and a proposal of how care may be improved for this client group, supported by core principles explored throughout the course.

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, apart from the 2 week Christmas break allocated within the timetable.

Key term dates are:

| Date | Time |
|-----------------------------|----------------------------------|
| Thursday 5th March 2020 | 9.30- 4.30 |
| Thursday 12th March 2020 | 9.30-4.30 |
| Thursday 2nd April 2020 | 9.30-4.30 |
| Thursday 23rd April 2020 | 9.30-4.30 |
| Thursday 7th May 2020 | 9.30-4.30 |
| Monday 1st June 2020 | Assignment Submission Day |



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 work 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. You are advised not to plan leave between the following dates, but 1 one week Easter break is allocated within the timetable.

Key term dates are:

| Date | Time |
|---|-----------------------------------|
| Thursday 30 th November 2019 | 13.00 – 17.00 |
| Thursday 7 th December 2019 | 13.00 – 16.00 |
| Monday 18 th December 2019 | 09.30 – 13.30 |
| Monday 15 th January 2020 | 09.30 – 12.30 |
| Tuesday 30 th January 2020 | 09.30 – 13.30 |
| Monday 12 th February 2020 | 09.30 – 12.30 |
| Monday 5th March 2020 3.00 pm | Assignment submission date |



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. You are advised not to plan leave between the following dates.

Key term dates are:

| Date | Time |
|-----------------------------|----------------------------------|
| Friday 6th March 2020 | 9.30- 4.30 |
| Wednesday 11th March 2020 | 9.30-4.30 |
| Friday 3rd April 2020 | 9.30-4.30 |
| Wednesday 22nd April 2020 | 9.30-4.30 |
| Friday 8th May 2020 | 9.30-4.30 |
| Monday 1st June 2020 | Assignment Submission Day |



Appendix 3: Modules that will not be presented during the 2019/2020 Academic Year

These modules may be available in subsequent years.

End-of-Life Care (Level 5 and 6) - OPTIONAL MODULE

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.

Team Working in Health and Social Care (Level 5 and 6) - OPTIONAL MODULE

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.



Promoting good practice in Mental Health Care OR Learning Disability Care (Level 5 and 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.

Terms 1 and 2: Anaesthetic Practice (Level 6) - OPTIONAL MODULE

Please note that due to the practice elements of this module students must be nominated by the Theatre Manager to undertake this module.

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.



2019 to 2020 Academic Year

Information Drop-In Sessions: **Thursday 30th May 2019 13.00 – 15.00 (IHSCS Room 7)**
 Tuesday 4th June 2019 11.30 – 13.30 (IHSCS Room 6)

Closing Date for Applications: Monday 1st July 2019 (late applications may be considered)

Programme Induction: Tuesday 27th August 2019

| Term Dates | Level 5 Modules | Level 6 Modules |
|---|---|--|
| <p>Term 1 Commences: week beginning 2nd September 2019</p> <p>Assessment Submission Date: 25th November 2019</p> | <p>Evidence-based practice (20 credits)</p> | <p>Evidence-based practice (20 credits)</p> <p>Evaluating Quality in Health and Social Care (20 credits)</p> <p>Dissertation - Cohort 1 <i>Launches June 2019.</i> <i>Continues in Term 2</i> (40 credits)</p> |
| <p>Term 2 Commences: week beginning 25th November 2019 Assessment Submission Date: 2nd March 2020</p> | <p>Health Promotion and Practice (20 credits)</p> | <p>Health Promotion and Practice (20 credits)</p> <p>Leadership in Health and Social Care (20 credits)</p> <p>Dissertation - Cohort 2 <i>Launches Sept 2019.</i> <i>Continues in Term 3</i> (40 credits)</p> |
| <p>Term 3 Commences: week beginning 2nd March 2020</p> <p>Assessment Submission Date: 1st June 2020</p> | <p>Improving the Experiences of People with Dementia (20 credits)</p> | <p>Facilitating Change in Health and Social Care (20 credits)</p> <p>Improving the Experiences of People with Dementia (20 credits)</p> <p>Dissertation (40 Credits)</p> |

