

Course Information Sheet

BSc (Hons) Health and Social Care

Modules

Year 1: Healthcare Environment

It is important for those studying health and social care to have an understanding of local and national needs for health and social care and organisations available to meet these needs. This module will offer Students the opportunity to explore the range of public, private and voluntary aided organisations which are available to respond to these needs. This module will introduce to students to the concept of environmental analyses as a tool to survey a population's needs. This is so that an organisation can adapt to the needs of the population that it serves. This module will also introduce Students to leading and managing change consequent upon environmental analysis. More specifically students will examine the external environment scanning health and social care needs of the population and identifying services already available. Students will also analyse the internal environment of the organisation in terms of its corporate governance, organisational structure and current implementation of policies and practices and how these align with the need / expectations of the stakeholders. The culture of an organisation is guided by the leadership style of its management team. Therefore, this module will encourage students to explore and debate the roles and responsibilities of a Healthcare Manager and how s/he may execute these roles.

Year 1: Academic and Professional Skills

The skills which employers look for in potential employees are precisely those needed to gain academic benefit from a course. By developing those skills students simultaneously improve their success in their university experience and make themselves more employable. Designed to promote the academic development of entering students this entry level module applies basic management concepts to the process of learning. Included are note taking, using numbers, information sources, critical thinking skills, working in groups and the academic tools needed for success in core curriculum courses and for success in navigating the transition into university level stud. Throughout the module an emphasis is placed on writing skills and English grammar with regular formative assignments. There are two assessment instruments in this module, a portfolio of work presented at midterm, a group presentation, and a final project.

Year 1: The Healthcare Professional

It is important that any individual working in the health and social care sector has an understanding of their own professional roles and responsibilities and those of others. This module therefore will develop students' knowledge and understanding of professional values, ethics and boundaries. This will be illustrated by exploring a range of codes of practice relevant to health and social care settings. The module will also provide students with an understanding of the nature of team

working; including types, purpose and benefits of team working. The module will also offer students the opportunity to explore potential barriers to effective team working and suggest strategies to overcome them. Students will be encouraged to evaluate and assess their own professional practice throughout the module; identifying, where appropriate, areas for development. One method of such evaluation will be via the use of critical incident analysis and reflective practice.

Year 1: Health and Safety in Care Settings

This module will equip students with knowledge and understanding of health and safety issues in health and social care settings. Students will become familiarised with relevant legislation and policies which promote effective health and safety practices. Areas which will be explored (but not limited to) include the identification of potential hazards, risk assessment, infection control, protective personal equipment and waste management. The importance of record keeping in health and safety will also be addressed. Students will be introduced to legislative requirements and organisational policies for accident and incident reporting. It is recognised that sometimes health and social care workers need to undertake lone working. This module will therefore explore this domain in particular, highlighting the necessary health and safety issues within it. Simultaneously, Students will develop their knowledge and understanding of maintaining personal safety during the client-worker relationship. Throughout the module students will be given the opportunity to explore, evaluate and analyse current working policies and potential scenarios. Students will be encouraged to identify potential health and safety hazards and formulate strategies for overcoming such hazards.

Year 2: Lifecycle Development

Humans have a basic life cycle that includes birth, growth, reproduction, and death. This module will explore the course of human development and will introduce Students to the different life stages the range of genetic, biological, social and environmental factors that influence development. Students will examine a range of lifecycle theories and apply them to relevant stages of development. Students will use case studies to explore, analyse and debate the role of nature and nurture on the life course of an individual. In particular, students will debate whether parenting style, environmental factors (such as the prevailing socio-economic climate) and an individual's ability to meet physiological needs impact their development through the life cycle. Students will further explore the role of genetics on life cycle development. In consideration of globalisation, Students will also debate multiculturalism and its influence upon development. Students will explore systems approaches to health and social care and the role of health and social professionals in ensuring an individual attains life cycle stages at expected times; whilst also debating the validity of life stage nomograms. Particular areas for exploration will include cause of death among children under 5 and the role of nutrition and immunisation, maternal health, teenage issues including substance abuse and teenage pregnancy and homelessness, older people diseases including Alzheimer's disease, dementia and cancer.

Year 2: Vulnerable Persons

Safeguarding is of paramount importance in health and social care delivery. This module will introduce students to the concepts of vulnerability and its associated theories. Students will become familiar with different forms of abuse and the contexts in which abuse may occur. Students will explore the principle types of abuse including: financial, sexual, physical, mental/emotional and institutional. The context in which abuse may occur will also be explored for example: family, client-

care giver, friends, work and intimate relationships. Using case studies, students will explore the ethical dimensions of vulnerability; particularly in relation to protection, safeguarding, positive risk taking and the dynamic of 'power'. In particular, students will examine how to identify the signs of abuse and assess those individuals or groups who are at risk. Relevant legislation, social policy, ethics and codes of conduct underpinning the care of vulnerable groups will be critically analysed and examined. Students will be encouraged to challenge their values and attitudes towards vulnerability. The issue of confidentiality and disclosure will be explored throughout the module. It is recognised that confidentiality is another essential aspect of health and social care working. Students will be introduced to relevant legislation and disclosure policies surrounding confidentiality and the role of the health and social care worker.

Year 2: Significant Life Events and Coping

At different points in the lifecycle an individual may experience significant life events which will require the support of others (including health and social care professionals). Significant life events include (but are not limited to) the following; childbirth, bereavement, loss of employment or ability to support oneself financially, homeless, etc. Taking childbirth as an example; it is noted that childbirth may involve both a physical, emotional and social transition. This transition may affect self-perception, identity, financial and social standing. Effects during transition may be experienced positively, negatively or a combination of the two. When such transition is experienced negatively by an individual, the individual may seek support from significant others and/or health and social care professionals. This module will enable students to categorise significant life events and explore their potential impact upon individuals / groups affected. Students will also identify and evaluate local and national organisations available for supporting individuals transitioning significant life events. It is acknowledged that individuals have different coping strategies, which may be influenced by cultural norms and values, education, personality and previous experiences. This module will analyse different expressions of coping and coping strategies. Using case studies students will develop their professional skills in being able to respect the preferred coping strategies used by an individual / group.

Year 2: Promoting Health and Wellbeing

This module will consider the nature of health, and will focus on the political, social and psychological theories/issues that underpin the concepts of promoting health and well-being. There will also be an inter-professional workshop within the University during this module. The module will introduce key concepts and issues to develop the student's awareness, knowledge and skills to promote health and wellbeing at individual and community levels.

Year 3: Contemporary Themes in Healthcare Policy and Practice

Beyond the many intersections of the Healthcare Industry, a recurring theme is the idea that success depends on the core principle of creating a culture of respectful treatment and valuing all stakeholders. An effective culture engages staff members and ensures that they feel their work is important and appreciated. At the same time, effective operations depend on continual and careful measurement of customer satisfaction. A particular challenge for many healthcare systems involves aged facilities, particularly those located in inner cities. While the facility itself may largely be inflexible, the staff's approach can help overcome that negative factor. Other small touches also help, such as making sure the facility is sparkling clean, uncluttered, nicely decorated, and properly lighted. Food service is a critical part of patient satisfaction in facilities of all kinds. Many hospitals

are moving to a catering-style approach that brings food to patients when they need it. Senior care and continuing retirement care facilities face additional challenges with guests who are long-term rather than transient. As is true of many segments of the healthcare industry, the customer for senior living facilities is not only the client but also the client's family. Thus, a holistic approach is needed that involves resident and family alike. The healthcare system (particularly in the UK) faces financial challenges, as it is likely that hospitals in particular will see reduced grant levels. For this reason, healthcare systems must pay particular attention to costs and find ways to apply innovative ideas to reduce inefficiencies while maintaining high quality outcomes. For society as a whole, the greatest cost savings may be to help people stay healthy, and many healthcare systems are encouraging behaviour that prevents or delays illness. A real challenge for healthcare organisations is complex-system management, which involves a system with many moving parts, some of which are independent of each other, the presence of numerous intertwined legal, human resource, and supply chain subsystems, working with multiple decision makers and stakeholders, and a collaborative approach to product and service innovation. This will primarily be a research based module, requiring extensive literature research and reviews. Comparative analyses will be undertaken of different ways that various cultures and countries manage the industry. Module delivery will incorporate individual and collaborative elements, and the students will be encouraged to share and exchange ideas in tutorial sessions. There are a number of ways that formative progress will be assessed, including in class paper analysis; questions; one minute papers at the end of each class session; in class cases on various healthcare systems. Summative assessment will be via both a group management report on challenges in the industry. And an individual analytical essay on a selected specific current issue, based upon the literature reviewed over the module delivery. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is finalised.

Year 3: Comparative Healthcare Systems

A healthcare system is a complex, dynamic network of organisations and agents working collaboratively for the health and wellbeing of a region. However, different healthcare systems maybe take different approaches in the way in which they operate. This module therefore will explore, compare and contrast different healthcare systems and their methodologies. This will form the basis for understanding factors which contribute to healthcare outcomes. In so doing, it is hoped that students will be able to identify ways of implementing best practice(s). While the concept of comparative systems is often applied to national states, students on this module will also expand their analysis to focus on local and regional areas; for example students may compare healthcare systems between the regions that constitute the United Kingdom (i.e. Northern Ireland, Scotland England and Wales) or even different counties of England (i.e. London, Manchester and Liverpool). Among others, access to healthcare may depend on local infrastructures such as; roads, education, available resources and societal norms in relation to tolerance and inclusion. These factors may combine to impact upon the design of healthcare systems and subsequent delivery of healthcare to different sectors of the population. This in turn may lead to some inequality in access to care. This module will allow students to critically analyse such inequalities and identify individuals, groups or regions that may be at risk of exclusion.

Year 3: Leadership and Change Management

In an era of discontinuous change the future performance of organisations will depend on their employees at all levels being able to fully understand the change process and to implement and

cope with change successfully. The demands of leadership in the 21st century, and the pace and complexity of change, are considerable. The contemporary challenges presented by constant change require greater critical judgement and self-awareness on the part of leaders and managers. With this in mind this module will examine a range of theoretical and practical approaches to leading change, with particular emphasis on people management issues. The module aims to integrate theory and practice by drawing on relevant theory and connecting it with leaders and change agents across a range of case study organisations. Students will be asked to discuss the different types of leaders and organisational change which are evident from the case material. Ultimately the module seeks to draw theory and practice together so that students can develop the leadership skills and the ability to plan, deliver and manage change. These will be required for their future careers where change will be an evitable and constant feature. There will be a number of formative assessment methods upon which we may draw including: Q&A sessions in class; tutorials where students present case study analyses; developing change management plans. The summative assessments will be two assignments each contributing a maximum of 50% to the final grade. The first assignment will be based on a review and analysis of the theoretical context of managing change and the possible barriers to change and improvement. The second assignment will involve the design and development of a plan to manage a specifically identified change. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is written, and also be introduced in formative assessments and cases used to deliver the module.

Year 3: Major Project

The Undergraduate Major Project module allows students to engage in a substantial piece of individual research, based upon a real world case study. The student will acquire knowledge and skills to design and complete research on an agreed topic. The module is designed to enable the student to consolidate their prior learning through conducting secondary research. Students will develop their information searching skills by learning about the range of sector-specific information sources and how to access and retrieve relevant information from these sources. For example, business students will explore sources of company and market data; similarly, students studying health and social care will explore the range of information on how to deliver health and social care. All students will consolidate their knowledge and skills in accessing academic research repositories. The student will have the opportunity to, in consultation with the module tutor, chose a topic area or issue of interest to analyse; and then evaluate management action required from within that topic area. The student will conduct data-searches and select data suitable to answer and defend research questions. The student will further use models or techniques appropriately in order to analyse the data collected. The student will also be required to recommend possible solutions to issues, problems and challenges identified. Ultimately, the module will enable the student to use the learned critical skills to present a limited set of justifiable recommendations for management action.