

## **MODULE DIRECTORY**

### **CERTHE SKILLS FOR THE WORKPLACE (HEALTH AND SOCIAL CARE)**

#### **LEVEL 4**

#### **ACADEMIC DISCIPLINE OF BIRMINGHAM AND LONDON CAMPUSES**

#### **INSTITUTE OF INNER CITY LEARNING**

**2026-2027**

## CONTENTS PAGE

### Page No

|                   |    |
|-------------------|----|
| INTRODUCTION..... | 1  |
| MODULES .....     | 2  |
| LCHS4001.....     | 2  |
| LCHS4003.....     | 6  |
| LCHS4007.....     | 10 |
| LCHS4008.....     | 14 |
| LCHS4009.....     | 18 |
| LCHS4010.....     | 22 |

## **INTRODUCTION**

This Module Directory includes all the modules for Level 4 within the Institute of Inner City Learning in the academic year 2026-2027.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

## MODULES

|                       |                                          |
|-----------------------|------------------------------------------|
| <b>Module Code</b>    | <b>LCHS4001</b>                          |
| <b>Title</b>          | <b>Academic and Employability Skills</b> |
| <b>Date</b>           | <b>17/02/2022</b>                        |
| <b>Level</b>          | <b>4</b>                                 |
| <b>Credits</b>        | <b>20</b>                                |
| <b>Pre-Requisites</b> | <b>N/A</b>                               |

---

### AIM(S)

- To provide the student with the underlying study/research strategies and software skills to facilitate effective study in Higher Education.
- To enable the student to take responsibility for their own learning.
- To enable the student to gain confidence and competence as an effective employee by developing a range of employability skills such as reflection, time management and presentation skills

### LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report;
- Reflect on their learning using recognised models of reflection;
- Research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

### INDICATIVE CONTENT

- Using word-processing and presentation software Identifying skills (e.g. self- evaluation, skills needed for higher education, transferable/employment skills).
- Organising study (e.g. time management, organising space and resources)
- Gathering relevant information (e.g. effective note taking, using the library and the internet, reflecting on experience)
- Analysing literature, researching, and presenting findings.
- Communicating and presenting information (e.g. presentation techniques, styles)

- Developing an appropriate writing style (e.g. planning and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking etc.)
- Understanding and applying a referencing convention (e.g. the Harvard System)
- Making use of digital technologies to support learning

### Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 160        | 80%         |
| Placement learning   | 0          | 0%          |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

### ASSESSMENT

#### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment                                                                                                                                                                        | Volume                   | Weighting |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------|
| Practical portfolio of work (which may include: evidence generated during classroom activities / reflective reports / structured academic reports / case study analysis / abstracts etc.) | 3000 words or equivalent | 100%      |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 100%        |
| Practical     | 0%          |
| <b>TOTAL</b>  | <b>100%</b> |

### READING LIST

|                       |                                                                                                                                                                       |                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>LCHS4001</b>                                                                                                                                                       |                                     |
| <b>Module Title</b>   | <b>Academic and Employability Skills</b>                                                                                                                              |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                             | <b>Electronic<br/>*</b>             |
| Essential             | Maund, A. Schriek, M. and Tinkler, P. (2017).<br>Certificate in Higher Education: Skills for the Workplace<br>Student Yearbook. Sage Publications.                    | <input type="checkbox"/>            |
| Essential             | Morgan, P. (2016). The Business Student's Guide to<br>Study and Employability. Sage Publications                                                                      | <input type="checkbox"/>            |
| Further               | Cottrell, S. (2008) The Study Skills Handbook 3rd<br>edition. Hampshire: Palgrave MacMillan.                                                                          | <input checked="" type="checkbox"/> |
| Further               | Cottrell, S. (2010) Skills for Success: Personal<br>Development and Employability (Palgrave Study Skills)<br>Hampshire: Palgrave MacMillan.                           | <input type="checkbox"/>            |
| Further               | Cottrell, S. (2010) Skills for Success: The Personal<br>Development Planning Handbook (2nd edition).<br>Hampshire: Palgrave MacMillan                                 | <input type="checkbox"/>            |
| Further               | Cottrell, S. (2011) Critical thinking skills: Developing<br>effective analysis and argument (Palgrave study skills).<br>2nd edn. Basingstoke: Palgrave Macmillan<br>. | <input type="checkbox"/>            |
| Further               | Gibbs, G. (1988) Learning by doing: A guide to teaching<br>and learning methods. London: FEU.                                                                         | <input type="checkbox"/>            |
| Further               | Greetham, B. (2013) How to write better essays.<br>Basingstoke: Palgrave Macmillan.                                                                                   | <input type="checkbox"/>            |

|         |                                                                                                                                                        |                          |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Further | Mackevic, V. (2014) From confusion to conclusion. How<br>to write a First-Class essay..2nd edition. Edited by Tom<br>Wild. United States: Createspace. | <input type="checkbox"/> |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|

|         |                                                                                                                                                                      |                                     |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Further | McMillan, K. and Weyers, J. (2006) The smarter student: Skills and strategies for success at university, London: Prentice Hall.                                      | <input type="checkbox"/>            |
| Further | OpenLearn. (2016) Skills for study [online] available at <a href="http://www.open.edu/openlearn/skills-for-study">http://www.open.edu/openlearn/skills-for-study</a> | <input checked="" type="checkbox"/> |
| Further | Pears, R. and Shields, G. (2010) Cite them right: The essential referencing guide. 8th edn. Basingstoke: Palgrave Macmillan                                          | <input type="checkbox"/>            |
| Further | Van Emden, J. and Becker, L. (2010) Presentation skills for students. 2nd edn. United Kingdom: Palgrave Macmillan.                                                   | <input type="checkbox"/>            |
| Further | Williams, K. (2014) Getting critical. United Kingdom: Palgrave Macmillan.                                                                                            | <input type="checkbox"/>            |
| Further | Wilson, E A and Bedford, D (2009) Study Skills for Part-time Students Harlow: Pearson                                                                                | <input type="checkbox"/>            |
| Further | Wilson, J. (2013) Essentials of Business Research: A Guide to Doing Your Research Project, Sage: London                                                              | <input type="checkbox"/>            |

|                       |                                               |
|-----------------------|-----------------------------------------------|
| <b>Module Code</b>    | <b>LCHS4003</b>                               |
| <b>Title</b>          | <b>Introduction to Health and Social Care</b> |
| <b>Date</b>           | <b>17/02/2022</b>                             |
| <b>Level</b>          | <b>4</b>                                      |
| <b>Credits</b>        | <b>20</b>                                     |
| <b>Pre-Requisites</b> | <b>N/A</b>                                    |

---

### **AIM(S)**

- To develop an understanding of the health and social care sector in the UK.

### **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

- Explain the health and social care system in the UK, its origin, and different challenges facing by the system
- Explain the importance of partnership working, effective communication, and record-keeping in health and social care
- Describe the important legislation and policies of health and social care

### **INDICATIVE CONTENT**

- Understanding the origins of health and social care
- Understanding the healthcare and social care system in the UK and different challenges facing by the health and social care system
- Introduction to different regulatory bodies Eg: Care quality commission, Health and Safety Executive, Department of Health and Social Care, NICE
- Exploring the different services available for people in need Eg: Services for older people, services for people with disabilities, services for people with dementia, services for people with learning difficulties
- Importance of partnership working in health and social care
- Importance of effective communication in health and social care
- Importance of record-keeping, confidentiality, and data protection in health and social care
- Promoting equality and diversity in health and social care

- Exploring important legislations and policies of health and social care Eg: Care Act 2014, Health and social care Act 2012, Health and social care integration policy
- Exploring the role of technology in health and social care
- The future of health and social care services

### Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20          |
| Independent learning | 160        | 80          |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

### ASSESSMENT

#### Assessment Component 1

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Portfolio          | 1500 words | 50%       |

#### Assessment Component 2

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Written assignment | 1500 words | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 100%        |
| Practical     | 0%          |
| <b>TOTAL</b>  | <b>100%</b> |

### INDICATIVE READING LIST

| Module Code    | LCHS4003                                                                                                                                                                                                             |                                     |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Introduction to Health and Social Care                                                                                                                                                                               |                                     |
| Classification | Reading List entry                                                                                                                                                                                                   | Electronic*                         |
| Essential      | Glasby, J. (2017) Understanding health and social care (3 <sup>rd</sup> edition) Bristol: The Policy Press                                                                                                           | <input type="checkbox"/>            |
| Essential      | Glasby, J. & Dickinson, H. (2014) Partnership working in health and social care: what is integrated care and how can we deliver it? Bristol: The Policy Press                                                        | <input checked="" type="checkbox"/> |
| Essential      | Barnard, A. (2017) Key themes in health and social care: a companion to learning (3 <sup>rd</sup> edition) Newyork: Taylor and Francis                                                                               | <input type="checkbox"/>            |
| Further        | Brotherton, G and , S (2013) Your Foundation in Health & Social Care. London: SAGE Publications Ltd.                                                                                                                 | <input checked="" type="checkbox"/> |
| Further        | Chambers, D. , Cantrell, A. and Booth, A. (2021) Rapid evidence review : challenges to implementing digital and data-driven technologies in health and social care. Report. The University of Sheffield , Sheffield. | <input checked="" type="checkbox"/> |
| Further        | World Health Organisation (2016). From Innovation to Implementation - EHealth in the WHO European Region. Philippines: WHO Regional Office for Europe.                                                               | <input type="checkbox"/>            |
| Further        | Gault, Iris et al. (2016) Communication in Nursing and Healthcare, London: SAGE Publications.                                                                                                                        | <input type="checkbox"/>            |

|         |                                                                                                                                            |                                     |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Further | Edwards, D.J. & Best, S. (2020) The textbook of health and social care. London : SAGE Publications                                         | <input type="checkbox"/>            |
| Further | Journal of health and social care in the community                                                                                         | <input checked="" type="checkbox"/> |
| Further | Journal of health                                                                                                                          | <input checked="" type="checkbox"/> |
| Further | Journal of Health and Social Care Improvement                                                                                              | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>                                                                                         | <input checked="" type="checkbox"/> |
| Further | <a href="http://Legislation.gov.uk">Legislation.gov.uk</a>                                                                                 | <input checked="" type="checkbox"/> |
| Further | <a href="https://www.cqc.org.uk/">https://www.cqc.org.uk/</a>                                                                              | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.nhs.uk">www.nhs.uk</a>                                                                                                 | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.nice.org.uk">www.nice.org.uk</a>                                                                                       | <input checked="" type="checkbox"/> |
| Further | <a href="http://Department of Health and Social Care - GOV.UK (www.gov.uk)">Department of Health and Social Care - GOV.UK (www.gov.uk)</a> | <input checked="" type="checkbox"/> |

|                       |                                            |
|-----------------------|--------------------------------------------|
| <b>Module Code</b>    | <b>LCHS4007</b>                            |
| <b>Title</b>          | <b>Digital Skills and Research Methods</b> |
| <b>Date</b>           | <b>17/02/2022</b>                          |
| <b>Level</b>          | <b>4</b>                                   |
| <b>Credits</b>        | <b>20</b>                                  |
| <b>Pre-Requisites</b> | <b>N/A</b>                                 |

---

### **AIM(S)**

- To improve the student's digital skills within the workplace.
- To develop awareness of the importance of effective analysis of information and its translation into knowledge

### **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

- evaluate the appropriate use of contemporary technologies to improve workplace efficiency and employability;
- identify and effectively evaluate a range of information sources;
- show competence in workplace data handling.

### **INDICATIVE CONTENT**

- Examine modern workplace communications systems, including email and social networking.
- Explore the use of web-based and mobile applications within the workplace.
- Develop awareness of legal, ethical and security issues, including the ethical implications of gathering information within the context of data protection.
- Understand Prof Russell Ackoff's definitions of data, information, knowledge, understanding and wisdom.
- Explore potential sources of information to solve workplace problems.
- Understand the ways in which numeracy, knowledge and reasoning are integral to most employment areas, including an appreciation of the use of basic statistics in the interpretation and analysis of data.
- Become competent in basic numerical handling and the efficient organisation and management of files and folders.

### **Study Time Allocation**

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 160        | 80%         |
| Placement learning   | 0          | 0%          |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                                       | Volume                | Weighting |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------|
| Group presentation (e.g. to evaluate the appropriate use of contemporary technologies to improve workplace efficiency and employability) | 5 minutes per student | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                                                                                                                                            | Volume                   | Weighting |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------|
| Research report on practical activities, drawing together activities conducted both in and outside of the classroom (such as in- class development of a questionnaire, secondary and primary data gathering, production of statistics/graphs) | 1500 words or equivalent | 50%       |

**Assessment Summary**

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 0%          |
| Practical     | 100%        |
| <b>TOTAL</b>  | <b>100%</b> |

**INDICATIVE READING LIST**

| Module Code    | LCHS4007                                                                                                                                                                                                                                                                                                                          |                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Digital Skills and Research Methods                                                                                                                                                                                                                                                                                               |                                     |
| Classification | Reading List entry                                                                                                                                                                                                                                                                                                                | Electronic*                         |
| Essential      | Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications                                                                                                                                                                                       | <input type="checkbox"/>            |
| Essential      | Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications                                                                                                                                                                                                                                     | <input type="checkbox"/>            |
| Further        | Beckingham, S. (2014) Why you need a professional online presence. [online] Available at: <a href="http://www.slideshare.net/suebeckingham/why-you-need-a-professional-online-presence-and-how-to-do-it-rscon5">http://www.slideshare.net/suebeckingham/why-you-need-a-professional-online-presence-and-how-to-do-it-rscon5</a> . | <input checked="" type="checkbox"/> |
| Further        | Bell, J. (2005) Doing your research project: A guide for first-time researchers in social science, education and health. 4th edn. Maidenhead, England: Open University Press.                                                                                                                                                     | <input type="checkbox"/>            |
| Further        | Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.                                                                                                                                                                       | <input type="checkbox"/>            |
| Further        | Emory, C.W. and Cooper, D.R. (1991) Business research methods. 4th edn. United States: Irwin Professional Publishing.                                                                                                                                                                                                             | <input type="checkbox"/>            |
| Further        | Hoechsmann, M. (2012) Media literacies: a critical introduction. Malden, MA., Wiley- Blackwell.                                                                                                                                                                                                                                   | <input type="checkbox"/>            |

|         |                                                                                                                                                                                                                                         |                                     |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Further | MathsIsFun (2016) Data, probability and statistics. [online]<br>Available at <a href="https://www.mathsisfun.com/data/index.html">https://www.mathsisfun.com/data/index.html</a>                                                        | <input checked="" type="checkbox"/> |
| Further | Poynter, R. (2010) The handbook of online and social media research: Tools and techniques for market researchers. United Kingdom: Wiley.                                                                                                | <input type="checkbox"/>            |
| Further | Sheffield Hallam University. (2014) Social Media and Employability. [online] Available at:<br><a href="https://sites.google.com/a/my.shu.ac.uk/shusome/employability">https://sites.google.com/a/my.shu.ac.uk/shusome/employability</a> | <input checked="" type="checkbox"/> |

|                       |                                      |
|-----------------------|--------------------------------------|
| <b>Module Code</b>    | <b>LCHS4008</b>                      |
| <b>Title</b>          | <b>Introduction to Public Health</b> |
| <b>Date</b>           | <b>17/02/2022</b>                    |
| <b>Level</b>          | <b>4</b>                             |
| <b>Credits</b>        | <b>20</b>                            |
| <b>Pre-Requisites</b> | <b>N/A</b>                           |

---

### **AIM(S)**

- To raise learners' awareness and critical evaluation of factors influencing public health and the different approaches taken to reduce incidence of disease and illness in communities.

### **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

- Understand different approaches and strategies used to measure, monitor and control the incidence of disease in communities
- Investigate the implications of illness and disease in communities for the provision of health and social care services
- Understand the factors influencing the health and wellbeing of individuals in health or social care settings.

### **INDICATIVE CONTENT**

- Roles of different agencies: local, national, international agencies e.g. local authorities, health boards, government, EU, WHO, voluntary organisations
- Epidemiology: incidence (geographical distribution, incidence rates, trends), vulnerable groups, causes, spread and controls
- Infectious disease: one of: influenza, food/water borne infections, HIV/AIDS, a childhood illness, tuberculosis, MRSA, Covid-19
- Monitoring and controlling infectious diseases

- non-infectious disease: one of: malignant disease, cardiovascular diseases, obesity, asthma, dementia
- Activity to encourage behavior change: education, physical exercise, fumes, consultation, exercises (e.g. focus group), input from specialists, etc.
- Determinants of health and disease
- Priorities and approaches: prevention, treatment, safeguarding, palliative care, remedial care
- Lifestyle choices: diet, exercise, substance use, work culture, relaxation.
- Priorities: e.g. safety and security, mobility, diet, hygiene, intellectual, social, emotional needs
- Strategies, systems and policies: organisation of service provision, quality of provision, choices, complaints policies, partnerships, involvement of friends and family etc.

### Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 160        | 80%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

### ASSESSMENT

#### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment       | Volume                | Weighting |
|--------------------------|-----------------------|-----------|
| Event Discussion (Group) | 5 minutes per student | 50%       |

#### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Written Assignment | 1500 words | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

### INDICATIVE READING LIST

| Module Code    | LCHS4008                                                                                                                                           |                          |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Module Title   | Introduction to Public Health                                                                                                                      |                          |
| Classification | Reading List entry                                                                                                                                 | Electronic *             |
| Essential      | Schreider, M.J. (2013) <u>Introduction to Public Health</u> (4 <sup>th</sup> Edition) Burlington MA: Jones and Bartlett Learning                   | <input type="checkbox"/> |
| Essential      | An introduction to public health and epidemiology Nigel Unwin 1958-; Tanja Pless-Mulloli; Susan Carr 1959-<br>2nd ed.; 2007; Open University Press | <input type="checkbox"/> |
| Essential      | Jones, I. & Douglas, J. (Eds) (2012) <u>Public Health: Building Innovative Practice</u> , London: Sage                                             | <input type="checkbox"/> |
| Further        | Carrerio, I. & Howard, N. (2011) <u>Introduction to Epidemiology</u> (2 <sup>nd</sup> Edition). Maidenhead: OU                                     | <input type="checkbox"/> |
| Further        | Farmer, P., Basilio, M. Klienman, A. & Kim, J.Y. (2013) <u>Reimagining Global Health: An Introduction</u> ,                                        | <input type="checkbox"/> |

|         |                                                                                                                                                                                                              |                                     |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|         | California: University of California Press                                                                                                                                                                   |                                     |
| Further | Douglas,J., Eagles., Handsley, S., Jones, L., Lloyd, C.E. & Spurr, S. (2010) <u>A reader in Promoting Public health; Challenge and Controversy</u> (2 <sup>nd</sup> Edition), Milton Keynes: Open University | <input type="checkbox"/>            |
| Further | <a href="http://www.cieh.org.uk">www.cieh.org.uk</a> Chartered Institute of Public Health                                                                                                                    | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.doh.gov.uk">www.doh.gov.uk</a> UK Department of Health                                                                                                                                   | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.doh.gov.uk/cmo">www.doh.gov.uk/cmo</a> Chief Medical Officer's website                                                                                                                   | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.europa.eu.int">www.europa.eu.int</a> European Union website                                                                                                                              | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.fphm.org.uk">www.fphm.org.uk</a> Faculty of Public Health                                                                                                                                | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.hda-online.org.uk">www.hda-online.org.uk</a> Health Development Agency                                                                                                                   | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.hpa.org.uk">www.hpa.org.uk</a> Health Protection Agency                                                                                                                                  | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.nhs.uk">www.nhs.uk</a> Main NHS website                                                                                                                                                  | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a> National Statistics Online                                                                                                                  | <input checked="" type="checkbox"/> |
| Further | <a href="http://www.who.int">www.who.int</a> World Health Organisation                                                                                                                                       | <input checked="" type="checkbox"/> |
| Further | <a href="https://www.gov.uk/government/organisations/public-health-england">https://www.gov.uk/government/organisations/public-health-england</a> Public Health England                                      | <input checked="" type="checkbox"/> |
| Further | <a href="https://www.rsph.org.uk/">https://www.rsph.org.uk/</a> Royal Society for Public Health                                                                                                              | <input checked="" type="checkbox"/> |
| Further | Journal of the Chartered Institute of Environmental Health<br>Journal of the Royal Institute for the Promotion of Health                                                                                     | <input checked="" type="checkbox"/> |
| Further | The New scientist                                                                                                                                                                                            | <input checked="" type="checkbox"/> |
| Further | Journal of community Nursing                                                                                                                                                                                 | <input checked="" type="checkbox"/> |

|                       |                                                               |
|-----------------------|---------------------------------------------------------------|
| <b>Module Code</b>    | <b>LCHS4009</b>                                               |
| <b>Title</b>          | <b>Professional Development within Health and Social Care</b> |
| <b>Date</b>           | <b>17/02/2022</b>                                             |
| <b>Level</b>          | <b>4</b>                                                      |
| <b>Credits</b>        | <b>20</b>                                                     |
| <b>Pre-Requisites</b> |                                                               |

### **AIM(S)**

- To introduce students to strategies for personal reflection and career development planning within health and social care.
- To gain confidence and competence as effective health and social care employee and practitioner.

### **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

- Understand the skills and knowledge needed for working effectively within health and social care.
- Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development.
- Establish health and social care employment goals and develop a personal action plan.

### **INDICATIVE CONTENT**

- Concepts of self-awareness, emotional intelligence and the various approaches to self-assessment and learning.
- Understanding personal learning preferences.
- An analysis of personal strengths, weaknesses, and tools to support professional development planning and annual appraisal systems.
- Ideas relating to the concept of personal confidence, study and thinking independently.
- Strategies for exploring employment options acquiring, selecting, and collating information from a range of health and social care sources.

- Techniques for record keeping and the handing over of important clinical and social care information in a clear, coherent, and logical manner.
- An examination of effective systems, such as rotas, health and safety regulations and whistle blowing within health and social care organizations.
- An introduction to strategies for career advancement within health and social care: staff recruitment, job evaluation, person specifications, job specifications, interviewing, induction, mentoring, and retention issues.
- Development of students' confidence and readiness for employability such as responsibility and accountability; interpersonal relationships; effective means for communication and reliability.
- Identify good practice relating to respect, effective communication and partnerships in the health and social care workplace.

## LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 160        | 80%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment      | Volume    | Weighting |
|-------------------------|-----------|-----------|
| Individual Presentation | 6 minutes | 30%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Online Portfolio   | 2000 words | 70%       |

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 70%         |
| Practical     | 30%         |
| <b>TOTAL</b>  | <b>100%</b> |

## INDICATIVE READING LIST

| Module Code    | LCHS4009                                                                                                                                                                                                                                                                                                                                 |                                     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Professional Development within Health and Social Care                                                                                                                                                                                                                                                                                   |                                     |
| Classification | Reading List entry                                                                                                                                                                                                                                                                                                                       | Electronic*                         |
| Essential      | Bardard, A. (2017) Developing Professional Practice in Health and Social Care (1 <sup>st</sup> edition). London: Routledge.                                                                                                                                                                                                              | <input type="checkbox"/>            |
| Essential      | Cottrell, S. (2015) Skills for Success: Personal Development and Employability – Macmillan Study Skills (3rd edition). Hampshire: Palgrave MacMillan.                                                                                                                                                                                    | <input type="checkbox"/>            |
| Essential      | Alsop, A. (2013) Continuing Professional Development in Health and Social Care: Strategies for Lifelong learning (2 <sup>nd</sup> edition). UK: Wiley-Blackwell.                                                                                                                                                                         | <input type="checkbox"/>            |
| Further        | Health Careers (2021) Continuing professional development (CPD). [online]<br><a href="https://www.healthcareers.nhs.uk/career-planning/developing-your-health-career/continuing-professional-development-cpd">https://www.healthcareers.nhs.uk/career-planning/developing-your-health-career/continuing-professional-development-cpd</a> | <input checked="" type="checkbox"/> |
| Further        | National Careers Service (2021) Healthcare. [online]<br>Available at: <a href="https://nationalcareers.service.gov.uk/job-categories/healthcare">https://nationalcareers.service.gov.uk/job-categories/healthcare</a>                                                                                                                    | <input checked="" type="checkbox"/> |
| Further        | National Careers Service (2021) Interview advice. [online]<br>Available at:<br><a href="https://nationalcareers.service.gov.uk/careers-advice/interview-advice">https://nationalcareers.service.gov.uk/careers-advice/interview-advice</a>                                                                                               | <input checked="" type="checkbox"/> |
| Further        | National Careers Service (2021) Social care. [online]<br>Available at: <a href="https://nationalcareers.service.gov.uk/job-categories/socialcare">https://nationalcareers.service.gov.uk/job-categories/socialcare</a>                                                                                                                   | <input checked="" type="checkbox"/> |

|         |                                                                                                                                                                    |                                     |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Further | Skills for Care (2021) Skills for Care. [online] Available at: <a href="https://www.skillsforcare.org.uk/Home.aspx">https://www.skillsforcare.org.uk/Home.aspx</a> | <input checked="" type="checkbox"/> |
| Further | McCorry, K. L. and Mason, J. (2020) Communication Skills for the Healthcare Professional (2 <sup>nd</sup> edition). UK: Jones & Barlett Learning.                  | <input type="checkbox"/>            |
| Further | Ali, M. (2017) How to Communicate Effectively in Health and Social Care: A Practical Guide for Caring Professions. UK: Pavilion Publishing.                        | <input type="checkbox"/>            |
| Further | Glasby, J. and Dickinson, H. (2008) Partnership Working in Health and Social Care (Better Partnership Working). UK: Policy Press                                   | <input type="checkbox"/>            |

|                       |                                             |
|-----------------------|---------------------------------------------|
| <b>Module Code</b>    | <b>LCHS4010</b>                             |
| <b>Title</b>          | <b>Psychology in Health and Social Care</b> |
| <b>Date</b>           | <b>17/02/2022</b>                           |
| <b>Level</b>          | <b>4</b>                                    |
| <b>Credits</b>        | <b>20</b>                                   |
| <b>Pre-Requisites</b> | <b>None</b>                                 |

---

### **AIM(S)**

- To develop an understanding of the psychological factors which influence human behaviour throughout the lifespan and how these apply to health and social care settings.

### **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

- Understand and analyse how theories of lifespan development are applied to health and social care practice
- Examine the social and biological determinants of human behaviour *vis-à-vis* the contexts of health and social care and working with children and young people

### **INDICATIVE CONTENT**

- The exploration of life stages, including: infancy; early childhood; later childhood; adolescence; adulthood; late adulthood; the final stages of life and death
- The examination of lifespan development theory, including: stage versus open-ended theories; continuity versus discontinuity theories; static versus dynamic theories; idiographic versus nomothetic perspectives on personality
- The study of behavioural, cognitive, psychodynamic and humanistic theory
- The consideration of relevant theorists, such as Freud, Erikson, Maslow, Rogers, Beck, Piaget, Buhler, Havighurst, Kohlberg, Gutmann, Lowenthal, Gould, Loevinger and Berne
- The examination of theoretical perspectives of group and individual behaviour, such as human conditioning.
- The exploration of human behavioural concepts, such as personality, perception, learning, intelligence, attitude, motivation, communication and

resistance.

- The consideration of behavioural psychology perspectives in terms of the health and social care environment/workplace
- The study of individual and group behaviour within the health and social care organisational environment, including issues of conflict and team dynamics.
- The debating of social psychology issues pertaining to health and social care and working with children and young people.

### Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

### ASSESSMENT

#### Assessment Component 1 (*Tick one*)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment      | Volume                 | Weighting |
|-------------------------|------------------------|-----------|
| Individual Presentation | 10 minute presentation | 50%       |

#### Assessment Component 2 (*Tick one*)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Written Assignment | 1500 words | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

### INDICATIVE READING LIST

|                       |                                                                                                   |                                     |
|-----------------------|---------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>LCHS4010</b>                                                                                   |                                     |
| <b>Module Title</b>   | <b>Psychology in Health and Social Care</b>                                                       |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                         | <b>Electronic*</b>                  |
| Essential             | Griggs, R. A. (2014) <u>Psychology: A Concise Introduction</u> , Third Edition, Worth Publishers. | <input type="checkbox"/>            |
| Essential             | Smith, J.R. and Haslam, S.A. (2012) <u>Social Psychology</u> , London: Sage Publications Ltd.     | <input type="checkbox"/>            |
| Further               | The Psychologist, British Psychological Society                                                   | <input checked="" type="checkbox"/> |
| Further               | Occupational Psychology                                                                           | <input checked="" type="checkbox"/> |
| Further               | Work and Stress                                                                                   | <input checked="" type="checkbox"/> |
| Further               | Personnel Psychology                                                                              | <input checked="" type="checkbox"/> |
| Further               | Journal of Managerial Psychology                                                                  | <input checked="" type="checkbox"/> |
| Further               | Journal of Personality and Social Psychology                                                      | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.bps.org.uk">www.bps.org.uk</a>                                                | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.simplepsychology.org">www.simplepsychology.org</a>                            | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.socialpsychology.org">www.socialpsychology.org</a>                            | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.health-psychology.org.uk">www.health-psychology.org.uk</a>                    | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.organisationalpsychology.com">www.organisationalpsychology.com</a>            | <input checked="" type="checkbox"/> |