

MSc, PGDip, PGCert

in Health and Social Care

HLT7061

**MODULE GUIDE**

2021/2022

###### Semester 1

 ** **

**Level HE7**

Contents

[1. Key Information 2](#_Toc80860667)

[2. Learning and Teaching 2](#_Toc80860668)

[3. Graduate Attributes 2](#_Toc80860669)

[4. Module Communications 2](#_Toc80860670)

[5. Module Description 3](#_Toc80860671)

[6. Learning Outcomes and Assessments 3](#_Toc80860672)

[7. Assessment Deadlines 3](#_Toc80860673)

[8. Assessment Feedback 4](#_Toc80860674)

[9. Module Calendar 4](#_Toc80860675)

[10. Formative Assessment 5](#_Toc80860676)

[11. Indicative Reading 5](#_Toc80860677)

[12. Guidelines for the Preparation and Submission of Written Assessments 6](#_Toc80860678)

[13. Procedures for Other Assessments 7](#_Toc80860679)

[14. Academic Misconduct 7](#_Toc80860680)

[15. Assessments 9](#_Toc80860681)

[16. General Assessment Guidelines for Written Assessments Level HE7 11](#_Toc80860682)

# 1. Key Information

|  |  |
| --- | --- |
| **Module Tutor** | **Sue First** |
| **Email** | **SRF1@bolton.ac.uk** |
| **Availability and Contact Method(s)** | Scheduled drop in hours available for online support – and tutorial method (Zoom meeting, Teams call etc) |
| **Weblink to Moodle Class** | [**https://moodle.bolton.ac.uk/course/view.php?id=19275**](https://moodle.bolton.ac.uk/course/view.php?id=19275) |
| **Weblink to Module Specification**  | **https://modules.bolton.ac.uk/HLT7061** |

# 2. Learning and Teaching

This module has been designed to deliver effective learning and teaching to you both as a student but also as an individual working in practice. This module is delivered using a blended learning approach with scheduled online and face-to-face sessions over **11** weeks plus 2 weeks self directed study.

Most sessions comprise an online lecture and a workshop activity or activities. If you are unable to attend a live session due to factors outside your control, you are expected to inform your tutor and engage in this, where possible, before the next scheduled session.

In week 7 and 11 tutorials will take place which will provide you with the opportunity to discuss your progress on the module and receive feedback on assessments.

To complete the module successfully you must allocate a substantial amount of independent study time, which will include undertaking set activities and carrying out assessment activities

# 3. Graduate Attributes

Graduate attributes are the personal qualities and skills which the University of Bolton community values, and which a student is expected develop during their time at the University. Graduate attributes act as a point of reference for a student’s personal development and support the articulation of employability and transferable skills.

Attributes for postgraduate students (GAME+) are encompassed under five themes:

* Influence and impact, critical self-management, critical creativity and innovation, professional identity, and skills mastery

This module seeks to develop and assess **skills mastery and professional identity** through studying this module.

# 4. Module Communications

The Module Tutor’s contact details are provided at the top of this page. You must check your **University of Bolton email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However responses will be longer in holiday periods.

# 5. Module Description

The aim of this module is to enable you to focus on an aspect of practice you wish to develop or explore within your workplace and it will allow you to identify an area of study that will assist in the development of new knowledge and ultimately enhance your own personal and professional development. It will develop an understanding of the nature and requirements of masters level work and the skills required to master knowledge of a given topic and associated knowledge transfer in professional practice (T). This module will provide you with an understanding of critical thinking and critical analysis of information. You will develop robust information literacy skills to be able to search effectively, download, manage and critically analyse a range of literature (T)(A). It will explore concepts of knowledge and evidence used in professional practice. Whilst one stage is to master the current understanding of knowledge in a chosen field and topic area and present that in a well crafted logical and critical account (D), a second stage is to critically examine the knowledge transfer process to impact professional practice(D). A critical reflective component is therefore included during the examination of that stage within the context of your organisation. (A)

*https://modules.bolton.ac.uk/Modules/HLT7061*

# 6. Learning Outcomes and Assessments

|  |  |
| --- | --- |
| **Module Learning Outcomes** | **Assessment No.** **and Type** |
| 1.Search for, locate and manage literature to demonstrate a critical understanding of the current state of knowledge in a specific topic area, relevant to your area of professional interest. | Assessment 1Essay |
| 2. Produce a critical analysis of academic and other literature to articulate a logically reasoned argument related to your area of professional interest. | Assessment 1Essay |
| 3. Synthesise and critique contemporary approaches to international, national and regional developments which influence and support evidenced based practice within health and social care. | Assessment 1Essay |
| 4. Critically reflect on your own practice, creating innovative solutions and making recommendations for improvements in professional practice. | Assessment 2Essay |

# 7. Assessment Deadlines

|  |  |  |
| --- | --- | --- |
| **Assessment item** | **Due Date** | **Weight** |
| 1. | Literature Review 3500 words | 19th January 2022 | 70% |
| 2. | Critical reflection 1500 words | 19th January 2022 | 30% |

# 8. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your work to be marked and feedback provided not more than** **15 working days**from the deadline date. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time to read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

# 9. Module Calendar

|  |  |
| --- | --- |
| **Timetable September 2021** |  |
| **Session No.** | **Date or Week Commencing** | **Topics Covered** | **Presented by**  | **Planned Delivery Method**\* |
| 1 | 6th October 2021 | **Introduction to module** **Selecting a topic &** developing the research question | Sue First | On campus |
| 2 | 13th Oct | **Context, Literature types and literature searching** | Sue First | On campus |
| 3 | 20th Oct | **Library session** **with Dawn Grundy /subject librarian** | Sue First | Zoom |
| 4 | 27th Oct | **Sorting literature, writing a summary  - conceptual framework** | Sue First | On campus |
| 5 | 3rd Nov | **assignment guidance and study skills** | Sue First | On campus |
| 6 | 10th Nov | **critical thinking and writing up your literature** | Sue First | On campus |
| 7 | 17th Nov | **tutorial review of progress** | Sue First | Zoom or on campus |
| 8 | 24th Nov | **Knowledge transfer** | Sue First | On campus |
| 9 | 1st December | **critical reflection** | Sue First | On campus |
| 10 | 8th December | **Peer review Developing the quality of your academic work** | Sue First | On campus |
| 11  | 15th December | **tutorial review of progress** | Sue First | Zoom or on campus |
| 12, 13,  | 22nd & 29th Dec | Holidays |  |  |
| 14, 15 | 5th & 12th January 2022 | Self directed study |  |  |
| 16 | 19th January 2022 | **Submission Wednesday 19th January 2022** |  |  |
|  |  |  |  |  |

\* *Subject to change in the event of any campus restrictions*

# 10. Formative Assessment

Formative assessment is employed to support your learning on the module, allowing you to reflect on feedback on your progress from your tutors and peers. It takes a variety of forms including group work and submissions of draft work for commentsand does not contribute to the final module mark.

# 11. Indicative Reading

On line reading list

<https://rl.talis.com/3/bolton/lists/A5D4BDCC-22C4-BDBC-B7FD-8FA0486EEC82.html?lang=en>

Print books

Burns, T. and Sinfield, S.(2016) Essential study skills: the complete guide to success at university (4th ed) London.

Casey, D., Clark, L. and Hayes, S. (2011) Study skills for masters level students: a workbook for students of health and social care. Exeter: Reflect Press 362.0711/CAS Plus 2nd Edition (2013) on-line.

Cottrell, S (2017) Critical thinking skills: Effective analysis and Argument and Reflection 3rd ed. London: Palgrave Macmillan

Cottrell, S. (2019) The study skills handbook (5th Ed) Basingstoke : Palgrave Macmillan.

Jasper, M. (2013) Beginning reflective practice. 2nd edition. Published Australia : Cengage Learning.

Malthouse, R. (2013) Reflective practice in the lifelong learning sector 2nd ed. Exeter : Learning Matters.

McMillan, K. and Weyers, J. (2011) How to write essays & assignments 2nd ed. Harlow : Pearson.

Payne, E. and Whittaker, L. (2006) Developing essential study skills 2nd ed. Harlow : Financial Times Apprentice Hall.

Peck, J. Coyle, M. (2012) The student's guide to writing: spelling, punctuation and grammar 3rd ed. Basingstoke : Palgrave Macmillan.

Price, G. and Maier, P. (2007) Effective study skills. Harlow: Pearson Longman.

Ridley, D. (2012) The literature review: a step-by-step guide for students (2nd ed) London : Sage.

Rose, J. (2012) The mature student's guide to writing (3rd ed) Basingstoke : Palgrave Macmillan.

# 12. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).

 Where a word limit is specified, the following penalty systems applies:

* Up to 10% over the specified word length = no penalty
* 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
* More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.
1. All written work should be referenced using the standard University of Bolton referencing style– see: <https://libguides.bolton.ac.uk/resources/referencing/>
2. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
3. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).
4. **Late work will be subject to the penalties:**
	* Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
	* More than 7 calendar days late **=** This will be counted as non-submission and no marks will be recorded.

Late submission of assessments on refer and those which are graded Pass/Fail only, is not permitted. Students may request an extension to the original published deadline date as described below.

1. **In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be granted.** This must be agreed by your Programme Leader, following a discussion the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

Extensions over 14 calendar days should be requested using the Mitigating Circumstances procedure, with the exception of extensions for individual projects and artefacts which, at the discretion of the Programme Leader, may be longer than 14 days.

**Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedures.**

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines do not require the completion extension request paperwork.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

# 13. Procedures for Other Assessments

NOT APPLICABLE TO THIS MODULE

# 14. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating) amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin.*

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

<https://www.bolton.ac.uk/student-policy-zone/student-policy-zone-2021-2022>

**Fitness to Practice: Confidentiality**

The University applies its Fitness to Practice Procedure to all students following programmes of study accredited by professional, statutory or regulatory bodies which require the University to make a ‘fitness to practice’ or equivalent declaration or where a student subject to professional code of conduct is undertaking a relevant programme of continuing professional development. The procedure can be found at:

**Confidentiality**

You must always protect the identity of patients, clients, colleagues and their relatives in all assignments. Wherever possible you should also make efforts to anonymise organisations, colleagues and individuals. However, the work based context of this module means that this is not always possible, but please ensure that any individuals are not recognisable within any of your assignments. Please note that Service Users have the right to refuse student care, and intervention should only occur through informed consent.

# 15. Assessments

|  |  |
| --- | --- |
| **Assessment Number**  | 1 |
| **Assessment Type (and weighting)** | Essay 3,500 words (70% weighting) |
| **Assessment Name** | Literature review |
| **Assessment Submission Date** | 19th January 2022 |

**Learning Outcomes Assessed:**

|  |
| --- |
| **LO1:** Search for, locate and manage literature to demonstrate a critical understanding of the current state of knowledge in a specific topic area, relevant to your area of professional interest. |
| **LO2:** Produce a critical analysis of academic and other literature to articulate a logically reasoned argument related to your area of professional interest. |
| **LO3:** Synthesise and critique contemporary approaches to international, national and regional developments which influence and support evidenced based practice within health and social care |

**Assessment Brief**

Produce a comprehensive literature review on a topic of interest that is pertinent to your professional role. This will include a title, introduction including a consideration of the context of the chosen topic, a search strategy and results summary, a conceptual framework diagram, a critical review and discussion of the literature examined, a conclusion and reference list.

|  |  |
| --- | --- |
| **Assessment Number**  | 2 |
| **Assessment Type (and weighting)** | Essay 1,500 words (30% weighting) |
| **Assessment Name** | Critical reflection |
| **Assessment Submission Date** | 19th January 2022 |

**Learning Outcomes Assessed:**

|  |
| --- |
| **LO4.** Critically reflect on your own practice, creating innovative solutions and making recommendations for improvements in professional practice. |

**Assignment Brief:**

Write a 1,500 word critical reflective analysis of knowledge transfer and utilisation within your sphere of professional practice.

**Minimum Secondary Research Source Requirements:**

**Level HE7** - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a MINIMUM the Reference List should include **four refereed academic journals and five academic books.**

**Specific Assessment Criteria**

(Please note that the General Assessment Criteria will also apply. Please see Section 16).

**Distinction (70% and above)**

A cohesive, comprehensive and critical synthesis literature will be provided. Relationships between concepts will be expertly elicited. A justified and critical evaluation of strengths and weaknesses will be set out and theory expertly linked to findings. Reflections will be succinct and insightful. Areas and strategies will be expertly summarised, comprehensively justified.

Extensive research demonstrating use of a wide range of contemporary and seminal sources will be evident. Referencing and English will be excellent.

**Merit (60% -69%)**

A clear and critical synthesis of the literature will be provided. Relationships between concepts will be well elicited. A clear and critical evaluation of strengths and weaknesses will be set out and theory linked well to findings. Areas and strategies will be well summarised, well justified.

Research demonstrating use of a wide range of relevant research sources will be evident. Referencing and English will be good.

**Pass (50%-59%)**

A critical analysis of the literature will be presented. Relationships between concepts will be clearly drawn out. A critical evaluation of strengths and weaknesses will be set out set out with theory linked to findings. Areas and strategies will be clearly summarised and justified.

Research demonstrating use of a range of relevant research sources will be evident. Referencing and English will be satisfactory.

**Fail (Below 50%):** Students who do not meet the requirements of the Pass criteria will not successfully complete the assessment activity.

# 16. General Assessment Guidelines for Written Assessments Level HE7

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **%** | **Relevance** | **Knowledge** | **Argument/Analysis** | **Structure** | **Presentation** | **Written English** | **Research/Referencing** |
| **DISTINCTION** | Exceptional Quality | 85-100% | Directly relevant to title/brief.Expertly addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an exceptional knowledge of theory and practice for this level.Insightfully interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding.  | Presents an exceptional critique of key research material resulting in clear, original and illuminating conclusions.Demonstrates distinctive, insightful and creative solutions to complex problems.Produces exceptional work that makes a contribution to the development of knowledge and understanding in the subject area. | Coherently articulated and logically structured.An appropriate format is used.  | Exceptional presentational style & layout, appropriate to the type of assignment.Effective inclusion of figures, tables, plates (FTP).  | Exceptionally well writtenanswer with standard spelling and grammar. Style is clear, resourceful and academic. | Sources accurately cited in the text. An extensive range of contemporary and relevant references cited in the reference list in the correct style. |
| Excellent Quality | 70-84% | Directly relevant to title/brief.Expertly addresses the assumptions of the title and/or the requirements of the brief.  | Demonstrates an excellent knowledge of theory and practice for this level.Expertly interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding.  | Presents an excellent critique of key research material resulting in clear, original and illuminating conclusions.Demonstrates insightful and creative thinking solutions to complex problems.Produces excellent work that makes a contribution to the development of knowledge and understanding in the subject area. | Coherently articulated and logically structured.An appropriate format is used.  | Excellent presentational style & layout, appropriate to the type of assignment.Effective inclusion of figures, tables, plates (FTP).  | Excellently writtenanswer with standard spelling and grammar. Style is clear, resourceful and academic. | Sources accurately cited in the text. A wide range of contemporary and relevant references cited in the reference list in the correct style. |
| **MERIT** | Good Quality | 60-69% | Directly relevant to title/brief. Addresses the assumptions of the title and/or the requirements of the brief well. | Demonstrates a sound knowledge of theory and practice for this level.Comprehensively interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding | Presents a cohesive critique of key research material resulting in clear and original conclusions.Demonstrates creative solutions to complex problems.Produces superior work that makes a contribution to the development of knowledge and understanding in the subject area | For the most part coherently articulated and logically constructed.An appropriate format is used.  | Very good presentational style & layout, appropriate to the type of assignment.Effective inclusion of FTP. | Well written withstandard spelling and grammar. Style is clear and academic. | Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style. |
| **PASS** | Satisfactory Quality | 50-59% | Generally addresses the assumptions of the title and/or the requirements of the brief. Minor irrelevance in places. | Demonstrates an adequate knowledge of theory and practice for this level. Some minor omissions.Satisfactorily interprets some appropriate concepts and theoretical models. Demonstrates some originality in conceptual understanding. | Presents some critique of key research material resulting in original conclusions. Loss of focus in places.Demonstrates some creativity in solving complex problems.Produces satisfactory work that makes some contribution to the development of knowledge and understanding in the subject area. | Adequate attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment.Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar.Style is legible and mainly academic. | Key contemporary and relevant academic sources are drawn upon.Most sources are accurately cited in the text and reference list/bibliography.Minor weaknesses evident.  |
| **FAIL** | Borderline Fail | 45-49% | Some implications of issues explored.Some irrelevant and/or superficial arguments. | Some omissions evident in knowledge of theory and practice at this level.Insufficient understanding of appropriate concepts and theoretical models. Demonstrates some conceptual understanding in places. | A limited amount of critique of key research material with description in places. Lacks creativity. Some original conclusions. | Limited attempt at articulation and problems with structure. Some formatting errors. | Some weaknesses in the presentational style & layout.Some inappropriate use of FTP. | Intermittent lapses in grammar and spelling. Style hinders clarity in places and is not academic throughout. | Limited number of contemporary and relevant sources cited. Weaknesses in referencing technique. |
| Fail | 30-44% | Significant degree of irrelevance to the title and/or brief. Issues are addressed at a superficial level and in unchallenging terms.  | Demonstrates weaknesses in knowledge of theory and practice for this level.Limited understanding and application of concepts.  | A basic argument is presented, but too descriptive or narrative in style. Limited originality and creativity.Conclusions are not clearly stated. | Poorly structured. Lack of articulation.Format deficient. | For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar make reading difficult in places.Simplistic or repetitious style impairs clarity. | Inappropriate sources and poor referencing technique.  |
| <30% | Relevance to the title and/or brief is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.  | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of conceptual understanding. | Severely limited arguments. Descriptive or narrative in style with no evidence of critique and originality or creativity.Conclusions are sparse. | Unstructured. Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking.FTP as above. | Poorly written with numerous deficiencies in grammar, spelling, expression and style. | An absence of academic sources and poor referencing technique. |