University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Person Centred Practice				
Module Code	UZZSLM-30-1	Level	1	Version	2
Owning Faculty	Health and Life Sciences	Field		Nursing and Midwifery	
Contributes towards	Foundation Science Degree in Health and Social Care Practice (FdSc HSCP)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	01-09-13		Valid to		

CAP Approval Date	29 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Explain the core principles of the person centred approach (Component A, element 1) • Discuss and locate in an historical context, the development of person-centred approaches in counselling, education and health and social care (Component A, element 1) • Explore the importance of respecting diversity, individual choice, and preferences (Component A, element 1) • Demonstrate skills in reflection on aspects of diversity in relation to person centred planning, and the implications for practice (Component A, element 1) • Apply person centred approaches to working with an individual service user in developing their chosen lifestyle (Component A, element 1) • Evaluate the concept and use of person centred planning and its implications for individuals and organizations (Component A, element 1) • Evaluate their own practice in relation to the outcomes for the service-user (Component A, element 1) In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: • Describe the development of the welfare state and the ideological forces which underpinned it • Evaluate service provision for people in health and social care settings in light of the above
Syllabus Outline	• An historical overview of ideologies, services and practices across the range of health and social care contexts.

	• Definitions of diversity and identity. • The principles of person centred practice. • The development of person-centred approaches in a range of settings including counselling, education, and health and social care. • Barriers to person centred practice including power-relationships and decision –making processes. • Implications of person-centred practice for service users, carers, and organizations. • Capacity and related legislation and policies. • Person centred approaches in assessment and treatment planning. • Person centred planning tools and the implications of their use for individuals and organizations. • Anti-discriminatory practice. • An introduction to health promotion and health promotion strategies. • The introduction, development, use and implications of personal budgets.
Contact Hours	300 hours in total • 72 hours scheduled learning/ contact time • Lectures 16x3 hours • Individual tutorials 2x1 hour • Seminars 3x3 hours • Problem-based group-work 3x3 hours • Interactive learning 2x1.5 hours • Group tutorials 18 x 1 hour (Programme wide as part of GDP provision, not classed within individual module contact hours) NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.
Teaching and Learning Methods	This module will use a total of 300 hours of study time of which an average of 72 hours will represent scheduled learning, and 228 hours will represent independent learning. It will be taught during semester 2. **Scheduled learning** includes lectures, seminars, problem-based group-work, individual tutorials, and assignment supervision. Introductory lectures are supported by seminars and the use of case studies designed to assist with the application of knowledge to relevant practice examples. Interactive tools and discussion forums will be used to further the exploration of module content and case study consideration. Scheduled sessions may vary slightly depending on the college of delivery. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Students will be guided to areas for specific lecture, seminar and group-work session preparation and independent study related to the module content. It is suggested that session preparation will take on average 4 hours per week. NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			0%
Coursework assessment percentage			0%
Practical exam assessment percentage			100%
			100%

| Reading Strategy | **Essential Reading** will be clearly indicated, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module, but printed study packs and electronically available texts may be used.

Further Reading will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources. This will ensure that students become familiar with the library systems, database searching methods and a variety of relevant literature (including current research in the appropriate fields) specific to the module and their own areas of interest. Wherever possible works will be accessible remotely via the library systems.

Access and Skills
Students will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will be introduced at the start of their course, including an introduction to the UWE library web-pages which provide access to a wide range of resources and the full library catalogue available across a number of sites. Ongoing library support will be available through the library 'my skills' study area via the Library web pages, telephone enquiries line, and through library attendance and workshops. |
|---|---|

Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. **Books:** Baggott, R. (2011) *Public Health: Policy and Politics.* 2nd Ed. Basingstoke: Palgrave Macmillan Baxter, C. (2001) *Managing diversity and inequality in health care*. Edinburgh: Balliere Tindall Cambridge, P. (2005) *Person centred Planning and care management and people with learning disabilities,* Jessica Kingsley Green, K. and Tones, K. (2010) *Health Promotion: Planning and Strategies.* 2nd Ed. London: Sage **Holburn, S. & Vietze, P. M. (Eds) (2002) *Person-centred planning research, practice, and future directions*. Baltimore: Brookes.** Jones, L.J. and Douglas, J. (2012) *Public Health: Building innovative Practice.* London: Sage O'Brien, J. and O'Brien, C.L. (Eds) (2000) *Implementing Person centred planning voices of experience.* Toronto: Inclusion Press. O'Brien, J. and O'Brien, C.L. (1998) *a Little Book about PCP.* Toronto: Inclusion Press Ritchie, P. (2003) *People, Plans & Practicalities: Achieving change through Person Centred Planning,* SHS Trust, Thompson, J., Kilbane, J. & Sanderson, H. (2008) *Person Centred Practice for Professionals,* Maidenhead: McGraw-Hill/Open University Press. **Policy:** Carr, S. (2008) *Personalisation: a rough guide.* Available from: http://www.scie.org.uk/publications/reports/report20.pdf [Accessed 19 June 2012] Department of Health (2001) *Valuing People. A New Strategy for Learning Disability for the 21st Century.* Available from: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4009153 [Accessed 19 June 2012] Department of Health (2007) *Valuing People Now: From Progress to Transformation.* Available from: *http://webarchive.nationalarchives.gov.uk/+/www.dh.gov.uk/en/Consultations/Liveconsultations/DH_081014* [Accessed 19 June 2012] Department of Health (2007) *Putting People First. A shared vision and commitment to the transformation of adult social care, NHS.* Available from: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_081118 [Accessed 19 June 2012] Department of Health (2012) *Understanding Personal Budgets.* Available from: http://www.dh.gov.uk/health/2012/05/understanding-personal-health-budgets/ [Accessed 19 June 2012] HM Government (2012) *Mental Capacity Act 2005.* Available from:

	http://www.legislation.gov.uk/ukpga/2005/9/contents [Accessed 19 June 2012] Improvement and Development Agency (2008) *Person centred commissioning – now.* Available from: http://www.idea.gov.uk/idk/aio/8981043 [Accessed 19 June 2012] National Health Service (2010) *Mental Capacity Act and carers - Carers Direct - NHS Choices.* Available From: http://www.nhs.uk/CarersDirect/moneyandlegal/legal/Pages/MentalCapacityAct.aspx [Accessed 19 June 2012]

Part 3: Assessment

Assessment Strategy	- This assessment will comprise of a defended presentation of and informed rationale for an action plan involving person-centred practice. - Students can present this in a case study format to include service user overview, defined problem, plan of care with reasoning, proposed and/or delivered solution, and evaluation. - This assessment will allows students to explore and demonstrate the following in relation to one person/ service-user: - consideration of the overall principles of the person-centred approach - the selection, use and application of appropriate person centred planning approaches and theories whilst acknowledging aspects of diversity - the implication of the approaches used for the service user and associated area of practice, including positive and negative aspects of their use - evaluation of approaches used in relation to the outcomes for the service user - skills in justifying and reflecting on their own practice and ability to practice in a person centred manner - The presentation will be 20 minutes in duration, with a further 10 minutes for questions. - Presentations will be assessed by a panel of 2 markers from the programme team; one being from the module team. - Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored. - Opportunities for formative assessment will exist for the assessment strategy used, including brief individual and group presentations to cohort colleagues, on topic areas studies as part of the module. Formative feedback will be available from peers and tutors in both verbal and written form. - All students will engage with personalised tutorials held as part of the programme design and GDP process. These can be used to focus on the development of student skills relevant to the assessment method.

Identify final assessment component and element	Component A		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Defended Presentation (30 minutes in total)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Defended Presentation (30 minutes in total)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.