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Refer to guidance notes for completion of each section of the specification.

Module Code:	HLT307
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Module Title:	Fundamental capabilities for working in health and wellbeing
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Level:	3	Credit Value:	20
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Cost Centre(s):	GAHW	JACS3 code:	B300
		HECoS code:	

Faculty	Faculty of Social and Life Sciences	Module Leader:	Rachel Byron
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Scheduled learning and teaching hours	40 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Public Health and Wellbeing (with Foundation Year)	✓	<input type="checkbox"/>
BSc (Hons) Mental Health and Wellbeing (with Foundation Year)	✓	<input type="checkbox"/>
Dip HE Health and Social Wellbeing (with Foundation Year)	✓	<input type="checkbox"/>
BSc (Hons) Acupuncture (with Foundation Year)	✓	<input type="checkbox"/>
BSc (Hons) Complementary Therapies for Healthcare (with Foundation Year)	✓	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 09/10/2019

Version no:1

With effect from: 01/01/2020

Date and details of revision:

Version no:

Module Aims

The aim of the module is to provide students with an overview of the 10 essential capabilities that underpin effective practice in the field of health and wellbeing. Students will consider how these capabilities will be applied to future careers in the contemporary health and wellbeing landscape

Module Learning Outcomes - at the end of this module, students will be able to

1	Identify and describe the 10 essential shared capabilities
2	Demonstrate an understanding of how the 10 essential shared capabilities are applied within the field of health and wellbeing
3	Demonstrate the ability to use empowering and appropriate language when discussing culturally and ethically sensitive issues
4	Explain the importance of personal and professional development and reflection for effective practice

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	I
Creative	I & A
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I & A
Resilient	I
Confidence	I
Adaptability	I & A
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	I & A
Leadership and team working	I
Critical thinking	I
Emotional intelligence	I
Communication	I & A

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Presentation: 10 minutes with presentation notes supported by a reference list

Students will choose a job role and consider how each of the 10 shared capabilities will apply to that career. Within the 10 minute presentation they will:

- Give a brief outline of the chosen job role
- Describe how each capability relates to that role
- Use appropriate professional language when discussing the role and the capabilities

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3 & 4	Presentation	100%

Learning and Teaching Strategies:

A variety of teaching and learning strategies will be adopted including lectures, small group work, tutorials, case studies, Moodle forums and formative exercises. Constructivist approaches will be adopted to foster learning which will align with module outcomes. Use of the VLE will be adopted throughout the module to support all teaching and learning strategies, and students will be encouraged to communicate thoughts and ideas through the module café forums.

Syllabus outline:

Introduction to the 10 essential shared capabilities

- Working in Partnership
- Respecting diversity
- Practising ethically
- Challenging inequality
- Promoting recovery
- Identifying people's needs and strengths
- Providing person centred care
- Making a difference
- Promoting safety and positive risk taking
- Personal development and learning

Indicative Bibliography:
Essential reading
<p>Corey, M. and Corey, G. (2016), <i>Becoming a Helper</i>, Boston: Cengage Learning</p> <p>Department of Health, (2004), <i>The Ten Essential Shared Capabilities</i>, London: Department of Health</p> <p>McCarthy, J and Rose, P (2010), <i>Values based health and social care ; beyond evidence based practice</i>, Los Angeles, Sage</p>
Other indicative reading
<p>Larkin, M. (2009), <i>Vulnerable Groups in Health and Social Care</i>, London: Sage</p> <p>Rogers, A. and Pilgrim, D. (2014), <i>A Sociology of Mental Health and Illness</i>, Maidenhead: Oxford University Press</p>