

AE1523 Social Policy and the Third Sector

Academic Year:	2018/9	Student Workload (hours)	
Module Level:	Year 1	Lectures	
Scheme:	UG	Seminars	
Department:	Lifelong Learning	Practical Classes & Workshops	
Credits:	20	Tutorials	2
		Fieldwork	
		Project Supervision	
		Guided Independent Study	148
		Demonstration	
		Supervised time in studio/workshop	
		Work Based Learning	
		Placement	
		Year Abroad	
		Total Module Hours	150

Period:	October
Occurrence:	D
Coordinator:	Olivia Harrison
Mark Scheme:	UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Written Assignment (3000-3500 words)	80		0		
002	E-tivities	10		0		
003	Reflective Journal	10		0		

Intended Learning Outcomes

This module aims to provide a broad understanding of the relationship between the voluntary sector and the development and effects of social policy within local and national contexts. The module focuses on issues including social capital, inclusion and opportunity, sustainability, and the significance of lobbying and campaigning.

On completion of the module the learner will be able to:

- Demonstrate knowledge about social capital and the development of social policy and their relationships to the Voluntary Sector
- Analyse the varying effects of central and local government policies on the development, capacity, impact and sustainability of the Voluntary Sector
- In the context of opportunity and inclusion, critically appraise how policy decisions can affect health, social care and social welfare issues and the role of the voluntary sector.
- Analyse the implications of social policy decisions for the management, governance and sustainability of individual voluntary sector organisations
- Demonstrate awareness of the significance of lobbying and campaigning in relation to issues which are related to social policy.

Teaching and Learning Methods

Online resources
 Online tutoring
 Reflection
 Work based learning
 Telephone tutoring
 Workshop

Assessment Methods

- (a) Written assignment of 3,000-3,500 words, or equivalent (80%).
 (b) E-tivities (10%).
 (c) Reflective Journal (10%).

Pre-Requisites
Co-Requisites
Excluded Combinations

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Guided Independent Study: Indicative Activities

AE1525 Work Based Learning, Personal & Professional Development

Academic Year:	2018/9	Student Workload (hours)	
Module Level:	Year 1	Lectures	
Scheme:	UG	Seminars	
Department:	Lifelong Learning	Practical Classes & Workshops	
Credits:	40	Tutorials	8
		Fieldwork	
		Project Supervision	
		Guided Independent Study	160
		Demonstration	
		Supervised time in studio/workshop	
		Work Based Learning	132
		Placement	
		Year Abroad	
		Total Module Hours	300

Period:	September
Occurrence:	D
Coordinator:	Olivia Harrison
Mark Scheme:	UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Project Plan (1000 words)	15				
002	Written Assignment (3000 words)	40				
003	Presentation (equivalent to 800 words)	15				
004	Reflective Piece (equivalent to 1500 words)	30				

Intended Learning Outcomes

During this module, learners will develop their knowledge, skills and reflective practice by identifying and planning a work based project which focuses on an issue related to their professional practice. The work based project will be completed by combining knowledge and skills gained throughout the course with those developed in the workplace. In this way practice issues will be informed by conceptual development and skills in research and planning.

The outcomes of the work based project will be presented for discussion and comment to peers and academic staff. Every aspect of the process - from planning to conclusion - will be subject to reflection and review. On the basis of this reflection learners will also be required to identify and justify proposals for their own future professional development.

By the end of this module, learners will be able to:

- identify and plan a work based project based on experience in the workplace
- identify, investigate and analyse relevant contextual issues and significant practice issues for the project
- provide and present relevant information by researching the background and context for the project using a range of sources
- demonstrate the ability to combine professional practice with academic knowledge and theory
- demonstrate the ability to review and reflect on practice
- demonstrate the ability to adapt and develop practice on the basis of information and reflection
- offer realistic and manageable solutions to identified problems within the workplace and during the preparation and presentation of academic work
- present work in a professional and appropriate manner
- communicate effectively using a range of styles appropriate to academic and professional audiences
- plan, prepare and deliver presentations in ways which are appropriate to the audiences

Assessment Methods

- (a) Project plan of 1000 words, or equivalent. (15%)
- (b) Written assignment of 3,000 words, or equivalent. (40%)
- (c) Group or individual (as appropriate) presentation equivalent to 1000 words. (15%)
- (d) Reflection and review of each stage during the project, 1,500 words, or equivalent. (30%)

Pre-Requisites

Co-Requisites

Excluded Combinations

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Guided Independent Study: Indicative Activities

AE2042 Dual Diagnosis

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures	
Seminars	30
Practical Classes & Workshops	12
Tutorials	1
Fieldwork	
Project Supervision	
Guided Independent Study	157
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	200

Period: January
Occurrence: D
Coordinator: Tina Holt
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Reflective Essay (1000 words)	25				
002	Case Studies (3000 words)	75				
003	80% Attendance at Intensive Workshop (QE)	0				

Intended Learning Outcomes

Analyse evidence related to a substance misusing client, and relate their presentation to generic knowledge of mental health issues.

Demonstrate clinical competence in counselling a substance-misusing client.

Provide a Case Formulation of a client following assessment, relating their presenting issues, including mental health problems, to the explanatory concepts of an established counselling modality.

Interpret the significance of numerical material as presented in the research literature

Analyse case studies from a variety of theoretical viewpoints.

Teaching and Learning Methods

Lectures, large and small group discussions online and face to face, video, experiential exercises, personal exploration, role-play, case study material.

Module Coordinator: Tina Holt

Assessment Methods

Reflective Essay: submit a reflective essay based on your personal learning journal which discusses your experience of anxiety, and its relation to the way in which you have functioned in the world. 1000 words. Mark to be subject to satisfactory performance in an interview as appropriate, dependent on the student showing an understanding of the work submitted in their name. 25%

Case Studies: you will be given a number of case studies which will reflect the learning objectives of the module. In addition to identifying factors affecting mental health, you are required to make an assessment and identify possible treatment and referral options. 3000 words. Mark to be subject to satisfactory performance in an interview as appropriate, dependent on the student showing an understanding of the work submitted in their name. 75%

80% Attendance at Intensive Workshop: 80% attendance at the intensive workshop associated with the module is compulsory. Assessment marked as pass or fail only.

Pre-Requisites

AE1244

Co-Requisites

Excluded Combinations

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AE2042 Dual Diagnosis

Guided Independent Study: Indicative Activities

AE2045 Drug and Alcohol Counselling Placement Year II

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: October
Occurrence: D18
Coordinator: Tina Holt
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Supervision Log	20				
002	Placement Portfolio	80				
003	Supervisor Report (Qualifying element)	0				
004	Client Log (Qualifying element)	0				

AE2046 Dissertation

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
 Total Module Hours

Period: October
Occurrence: D18
Coordinator: Tina Holt
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Dissertation (4000 words)	100				

AE2233 Dissertation

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials 5
 Fieldwork
 Project Supervision
 Guided Independent Study 195
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
Total Module Hours 200

Period: Distance Learning
Occurrence: D
Coordinator: Tina Holt
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Dissertation (4000 words)	100				

Intended Learning Outcomes

By the end of this module, students will be able to:

- Demonstrate an ability to work independently on an area of particular interest to the student.
- Demonstrate an ability to use relevant research and literature to inform their project.
- Demonstrate a thorough knowledge and understanding of the way anti-discriminatory practice links to their chosen specialist area.
- Demonstrate a thorough knowledge and understanding of the way in which counselling theory can be integrated to form methods of treatment in their specialist project area.
- Demonstrate a thorough knowledge of substance use and substance use services and link this to national and local strategy.

Teaching and Learning Methods

Individual tutorials, use of library facilities, online learning.
 Module Coordinator: Tina Holt

Assessment Methods

1. Dissertation: submit an extended essay that relates to a topic related to drug and alcohol counselling identified by yourself and agreed by your personal tutor. This must include a thorough reflection of anti-discriminatory practice and integration of counselling models. 4000 words. Mark to be subject to satisfactory performance in an interview as appropriate, dependent on the student showing an understanding of the work submitted in their name. 100% of total

Pre-Requisites

AE1219

Co-Requisites

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Excluded Combinations

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Guided Independent Study: Indicative Activities

AE2235 Drug and Alcohol Counselling Placement Year II

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials
 Fieldwork
 Project Supervision
 Guided Independent Study 110
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement 90
 Year Abroad
Total Module Hours 200

Period: Distance Learning
Occurrence: D
Coordinator: Tina Holt
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Supervisor Report (Qualifying Element)	0				
002	Supervision Log	20				
003	Placement Portfolio	80				
004	Client Log (90 hours) (Qualifying Element)	0				

Intended Learning Outcomes

By the end of this module, students will be able to:

- Provide evidence that they can form good, supportive, challenging and trusting relationships with others.
- Demonstrate an understanding of the way in which agencies working with drug and alcohol clients are organised.
- Demonstrate an ability to work as part of a team.
- Demonstrate some insight and understanding of their own strengths and weaknesses in working with drug and alcohol clients.
- Demonstrate their ability to work within the constraints of an agency that has its own protocol, code of ethics and code of conduct.
- Demonstrate an understanding of ethical codes including those relating to equal opportunities and their application to practice
- Reflect on their own personal and professional development and give feedback to others.

Teaching and Learning Methods

Work experience, supervision and personal tutorials.

Module Coordinator: Tina Holt

AE2235 Drug and Alcohol Counselling Placement Year II

Assessment Methods

1. Supervisor's Report: a report will be provided by the placement supervisor at the end of the second year of placement. This will be assessed as pass or fail only. This assignment is compulsory, and must be passed in order to pass the module.

2. Client Log: submit a copy of your client log, containing a short entry for each attendance that records your client work, listed in chronological order. Client hours as defined below should total at least 90 hours.

Students may only count a maximum one hour from each individual client session towards their total placement hours, apart from initial assessment sessions which may take longer. Normally, students may only count client hours that were undertaken during a calendar month in which they received University-approved supervision.

Students may count individual client work with clients who have drug or alcohol problems (past or present), and may also count group work with such clients. Students may only count a maximum of 27 hours working in a treatment centre drop-in with substance-misusing clients, and may only count a maximum of 18 hours working with clients who suffer from problems due to the substance misuse of a third party.

All client work must conform to the Ethical Framework of the BACP (see bacp.co.uk/ethical_framework for details). Client work which does not conform to this requirement will not be counted towards the student's client hours, and may be regarded as evidence of lack of fitness to practise.

This assignment is compulsory, and must be passed in order to pass the module.

3. Supervision Log: submit a copy of your supervision log, containing a short entry for each supervision session, listed in chronological order. 20% of total

4. Placement Portfolio: submit a portfolio of evidence collected during placement which demonstrates that you have met the practice-related learning objectives of the course. Mark to be subject to satisfactory performance in an interview as appropriate, dependent on the student showing an understanding of the work submitted in their name. 80% of total

Pre-Requisites

AE2232

Co-Requisites

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Excluded Combinations

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Guided Independent Study: Indicative Activities

AE2521 Managing Contracts

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures	
Seminars	
Practical Classes & Workshops	
Tutorials	2
Fieldwork	
Project Supervision	
Guided Independent Study	
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	148
Placement	
Year Abroad	
Total Module Hours	150

Period: January
Occurrence: D
Coordinator: Olivia Harrison
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Written Assignment (3000-3500 words)	80				
002	E-tivities	10				
003	Reflective Journal	10				

Intended Learning Outcomes

This module will introduce learners to the opportunities and risks associated with contracting and tendering for contracts. This will include the increasing opportunities available for the voluntary and community sector to deliver public sector contracts and will explore the implications of working within European Procurement Law and Public Law. The module will explore key terms associated with contracting including 'commissioning', 'procurement' and 'tendering' and consider whether contracting is the right funding option for all voluntary and community organisations.

- Define the key terms associated with contracting, including 'commissioning', 'procurement' and 'tendering'.
- Identify the opportunities and risks associated with winning and managing contracts, and the key points within a contract that need to be considered as part of the risk management process.
- Identify key areas of UK and European Law that applying to procurement, tendering and contracting and the potential implications for the voluntary and community sector .
- Explain procurement processes used within tendering and contracting, and how these could impact on the current and future funding of individual voluntary and community organisations.
- Identify the main social policy drivers influencing the way contracts are put in place with voluntary and community organisation, including policies that seek to increase the choice and control of services for individual users.

Teaching and Learning Methods

Guided online resources
 Online tutoring
 Reflection
 Work based learning
 Telephone tutoring
 Workshop

Assessment Methods

- (a) Written assignment of 3,000-3,500 words, or equivalent (80%).
 (b) E-tivities (10%).
 (c) Reflective journal (10%).

Pre-Requisites

AE1251, AE1252, AE1253, AE1254, AE1255

Co-Requisites
Excluded Combinations

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AE2522 Managing Risk and Uncertainty

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials 2
 Fieldwork
 Project Supervision
 Guided Independent Study 148
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
Total Module Hours 150

Period: October
Occurrence: D
Coordinator: Olivia Harrison
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Written Assignment (3000-3500 words)	80				
002	E-tivities	10				
003	Reflective Journal	10				

Intended Learning Outcomes

During this module, learners will consider the nature of risk and uncertainty faced by voluntary and community organisations. The module identifies the key aspects of a risk management process and the role of quality assurance systems in managing risk and uncertainty.

- Define the key areas of risk and uncertainty faced by voluntary sector organisations.
- Recognise Key communication issues associated with the management of risk and uncertainty.
- Identify a planning process for monitoring key risks and challenges.
- Explain how effective quality assurance systems reduce risk and uncertainty in the sector.
- Identify the positive aspects of risk and the management of change.
- Recognise the links between risk management, strategic planning, evaluation, and contract management.

Teaching and Learning Methods

Online resources
 Online tutoring
 Reflection
 Work based learning
 Telephone tutoring
 Workshop

Assessment Methods

- (a) Written assignment of 3,000-3,500 words, or equivalent (80%).
 (b) E-tivities (10%).
 (c) Reflective journal (10%).

Pre-Requisites

AE1251, AE1252, AE1253, AE1254, AE1255

Co-Requisites
Excluded Combinations

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AE2523 Influencing, Campaigning and Marketing

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures
 Seminars
 Practical Classes & Workshops
 Tutorials 2
 Fieldwork
 Project Supervision
 Guided Independent Study 148
 Demonstration
 Supervised time in studio/workshop
 Work Based Learning
 Placement
 Year Abroad
Total Module Hours 150

Period: August
Occurrence: D
Coordinator: Olivia Harrison
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Written Assignment (3000-3500 words)	80				
002	E-tivities	10				
003	Reflective Journal	10				

Intended Learning Outcomes

This module aims to provide the student with an awareness of the different ways in which voluntary and community organisations can influence, lobby, campaign and promote their work through the effective use of marketing approaches and techniques. The module also provides an overview of how the voluntary and community sector can utilise the media, including new media and new technologies.

On completion of the module the student will be able to:

- Demonstrate an understanding of the important role that marketing, promotion and media support have in voluntary organisations
- Identify how 'new media' can be used to enhance marketing, lobbying and campaigning
- Determine by critical analysis of market research that the current and future needs of an organisation's client base are being served
- Produce an outline Marketing Plan for a Third Sector organisation.
- Define the terms 'lobbying', 'campaigning' and 'influencing' and describe how they can be used to support the development and sustainability of voluntary and community organisations
- Produce a briefing paper and lobbying pack for a Third Sector organisation

Teaching and Learning Methods

Online resources
 Online tutoring
 Reflection
 Work based learning
 Telephone tutoring
 Workshop

Assessment Methods

- (a) Written assignment of 3,000-3,500 words, or equivalent (80%).
 (b) E-tivities (10%).
 (c) Reflective Journal (10%).

Pre-Requisites

AE1251, AE1252, AE1253, AE1254, AE1255

AE2524 Strategic Planning and Project Management

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 20

Student Workload (hours)

Lectures	
Seminars	
Practical Classes & Workshops	
Tutorials	2
Fieldwork	
Project Supervision	
Guided Independent Study	148
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

Period: October
Occurrence: D
Coordinator: Olivia Harrison
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Written Assignment (3000-3500 words)	80				
002	E-tivities	10				
003	Reflective Journal	10				

Intended Learning Outcomes

This module aims to explore issues involved in strategic planning and the process of project management, from original concept to evaluation and completion.

On completion of this module the student will be able to:

- Critically appraise vision and mission statements of an organisation
- Identify the key stages within a strategic planning process
- Explain the process of project development, delivery and evaluation
- Identify an expression of interest/project proposal for a relevant development area for a third sector organisation
- Identify appropriate monitoring for new project developments, with the evaluation cycle in mind
- Evaluate the processes established to monitor the implementation of strategic planning.

Teaching and Learning Methods

Guided online resources
 Online tutoring
 Reflection
 Work based learning
 Telephone tutoring
 Workshop

Assessment Methods

- (a) Written assignment of 3,000-3,500 words, or equivalent (80%).
 (b) E-tivities (10%).
 (c) Reflective journal (10%).

Excluded Combinations

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AE2525 Research Methods and Work Based Project

Academic Year: 2018/9
Module Level: Year 2
Scheme: UG
Department: Lifelong Learning
Credits: 40

Student Workload (hours)

Lectures	
Seminars	
Practical Classes & Workshops	
Tutorials	8
Fieldwork	
Project Supervision	
Guided Independent Study	160
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	132
Placement	
Year Abroad	
Total Module Hours	300

Period: February
Occurrence: D
Coordinator: Olivia Harrison
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Project Plan (1000 words or equivalent)	10				
002	Written Assignment (3000 words or equivalent)	60				
003	Presentation (800 words equivalent)	10				
004	Reflective Piece (1500 words equivalent)	20				

Intended Learning Outcomes

This module aims to explore issues surrounding the role of research in furthering the work of the community and voluntary sector through a work based project.

By the end this module, learners will be able to:

- Construct and investigate a hypothesis or research question relevant to a work based issue or problem;
- Select research methodologies appropriate to the examination and analysis of the question or hypothesis;
- Explain and apply key research concepts to a practical work based project to generate sustainable conclusions;
- Plan, schedule and monitor the development of an appropriate work based project;
- Demonstrate a range of cognitive, practical and transferable skills associated with work based research project activity;
- Be able to define what makes a good research project, identify the stages of the research process, recognize the importance of adequately planning a research project and apply these stages to a research idea for their own thesis.
- Explain primary and secondary research sources and their role within research
- Evaluate the use of qualitative and quantitative research methods within voluntary sector research
- Identify different research methods that can be used within VCS research and evaluate their appropriateness and effectiveness.
- Analyse the ethical considerations within a research proposal.
- Identify and understand the role of management and governance within VCS work based learning strategy and practice
- Recognise the relationship between organisational culture, management style, and effective work based learning within the VCS.

Teaching and Learning Methods

Online resources
 Online tutoring
 Reflection
 Telephone tutoring
 Researching
 Problem solving
 Reflection

Assessment Methods

- (a) Project plan of 1000 words, or equivalent (10%).
 (b) Written assignment of 3,000 words, or equivalent (60%).
 (c) Group or individual (as appropriate) presentation equivalent to 800 words (10%).
 (d) Reflective piece equivalent to 1,500 words (20%).

Pre-Requisites

AE1251, AE1252, AE1253, AE1254, AE1255

Co-Requisites

AE2525 Research Methods and Work Based Project

Excluded Combinations

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