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| **UNIT SPECIFICATION** | | | | | | | | |
| **Unit title:** Resilience, Advocacy and Wellbeing | | | | | | | | |
| **Level** | 6 & 7 | **Credit value** | | 20 | | | | |
| **Is this a common unit?** | | No | | **Expected contact hours for unit** | | | 18 | |
| **Owning Department**  Social Sciences and Social Work | | | | | | | | |
| **Pre and co-requisites**  Applicants will be Registered Health and Social Care Professionals or from allied professions (I.e. Police, Education) working in care and support roles. | | | | | | | | |
| **Aims**  This unit is designed to enhance knowledge and skills to support Leadership practice around Resilience, Advocacy and Wellbeing.  The unit will refer to the contemporary theory, research, policy, guidance and legislation which supports their practice.  Students will critically examine professional, organisational, social and cultural contexts of practice. They will critically reflect on the management of staff who are exposed to stress, trauma and vicarious trauma.  Students will receive structured opportunities for critical reflection within a well-resourced and research-informed learning community.  Teaching for this unit will take place online, physically or in a hybrid mode, depending on the requirements of the purchasing employer. | | | | | | | | |
| **Intended learning outcomes (ILOs)**  Having successfully completed this unit the student is expected to:   1. apply relevant theory, research and policy to the topics of resilience, advocacy and wellbeing in the practice context; 2. develop awareness of self in organisational, social and cultural contexts as part of a process of evaluating resilience, advocacy and wellbeing in leadership practice; 3. apply critical reflection to inform and provide a rationale for leadership practice; 4. develop skills and knowledge to support staff resilience, advocacy and wellbeing in the wider organisational context. | | | | | | | | |
| **Learning and teaching methods**  Blended learning and teaching methods (online and face to face if appropriate); seminars, case studies, guided discussion and debates, student presentations, tutorial support, online resources provided through Brightspace.  Students will also be expected to undertake additional research and reading to support formal learning. | | | | | | | | |
| **Assessment** | | | | | | | | |
| **Formative assessment/feedback**  Written coursework (100%) | | | | | | | | |
| **Summative assessment** | | | | | **Indicative assessment** | | | |
| **Assessment** | **ILOs assessed** | | **Percentage weightings** | | Inclusive assessment comprising of an essay of 3,000 words or multi modal equivalent | | | |
| Coursework 1 | 1, 2, 3, 4 | | 100% | |
| **Indicative unit content**   * Exploring the concepts of Resilience, Advocacy and Wellbeing and organisational cultures * Tools and techniques for Self-Care, underpinned by relevant research * Stress, trauma and vicarious trauma in the workplace- challenges for leadership in the organisational context * Performance and performance management- attachment behaviors in the workplace and the role of enabling leadership | | | | | | | | |
| **Unit number** |  | **Version number** | | 1.0 | | **Date Effective from** | | Sept 2022 |