



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 7

ACADEMIC DISCIPLINE OF BIRMINGHAM AND LONDON CAMPUS

MSc PUBLIC HEALTH AND SOCIAL CARE IN PRACTICE

INSTITUTE OF INNER CITY OF LEARNING

2025-2026

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the Institute of Inner City Learning in the academic year 2025-2026.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Module Code	LCHS7000
Title	Social Epidemiology and Public Health Development
Date	12/07/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To understand the various approaches to interventions and ways for monitoring public health information related to health inequalities, social determinants of health, socio-economic and demographic characteristics of a population.
- To familiarise students with the core concepts of social epidemiology and public health development and to acquire the skills necessary to describe and interpret epidemiological information.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a thorough understanding and knowledge of the various approaches to social epidemiology interventions and ways for monitoring epidemiological information of a population during the lifecourse.
- Apply knowledge on the link between social environment and health for the development of needs assessments, considering the social determinants of health and impact of social factors on individual and public health.
- Communicate analysis and evaluation of outcomes of epidemiological studies and how these outcomes relate to social and cultural contexts, public health interventions and policies.
- Demonstrate knowledge and understanding of the various forms of health inequalities in the UK and globally, and critically compare and evaluate public health policies and interventions.

INDICATIVE CONTENT

- Introduction to Public Health Principles – main theories of public health (e.g. ecosocial, psychosocial, social production of disease and/or political economy of health); key approaches in practice; biopsychosocial model of health; biomedical model of health; public health ethics; bioethics; main public health issues in the UK and globally.
- Foundations of Social Epidemiology – definition; history; key theories; why measuring health is important; main approaches; individual-based versus community-based approaches; prevalent diseases/disorders; monitoring health; understanding epidemiological statistical methods and interpretation of statistics.
- Health Inequalities – compare and contrast epidemiological data from the UK and globally; inequalities based on disability, ethnicity, age, location, access to healthcare, etc. Data available by NHS; NICE; ONS; WHO; OECD and other organisations.
- Social Determinants of Health – key social conditions influencing health and illness in populations; social factors and physical, mental, or emotional health; public health risk factors in modern societies.
- Social Epidemiology during the Lifecourse - describe the main causes and risk factors of mortality and morbidity from birth to old age; gain knowledge of

identifying successful interventions for each age group; healthy and active ageing.

- Engaging with Community – implementing interventions for improving the health of a population at community level; health promotion; prevention; health protection; care provision; healthcare services; primary health care; NHS services; NICE guidelines/recommendations for health and care in England.
- Implementing a Public Health Intervention – conducting a needs assessment for a population based on identified public health risks factors; health literacy; campaigns; health education; evaluating interventions.
- Public Health and Social Care Policies – evaluate public health and social care approaches; appraise studies and evaluating policies; identifying challenges; recommending solutions to overcome barriers in policy implementation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Presentation (group) (Practice intervention)	10 minutes (per student)	50%

Assessment Component 2

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Analytical Report	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	-
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7000	
Module Title	Social Epidemiology and Public Health Development	
Classification	Reading List entry	Electronic *

Essential	Berkman, L.F., Kawachi, I. and Glymour, M.M. eds., (2014). <i>Social epidemiology</i> . New York: Oxford University Press.	☒
Essential	Coleman, J.S. (1990) <i>Foundations of Social Theory</i> . Cambridge, MA: The Belknap Press of Harvard University Press.	☐
Essential	Krieger, N. (2001) 'A glossary for social epidemiology', <i>Journal of Epidemiology & Community Health</i> , 55, pp.693-700.	☒
Further	Krieger, N. (2001) 'Theories for social epidemiology in the 21st century: an ecosocial perspective', <i>International Journal of Epidemiology</i> , 30(4), pp.668–677, https://doi.org/10.1093/ije/30.4.668	☒
Further	Oakes, J.M. (2004) 'The (mis)estimation of neighborhood effects: causal inference for a practicable social epidemiology', <i>Social Science & Medicine</i> , 58(10), pp.1929-1952, https://doi.org/10.1016/j.socscimed.2003.08.004	☐
Further	Oakes, J.M. and Kaufman, J.S. eds., 2006. <i>Methods in Social Epidemiology</i> (Vol. 1). San Fransisco, CA: John Wiley & Sons.	☐
Further	Rychetnik, L., Frommer, M., Hawe, P. and Shiell, A., 2002. 'Criteria for evaluating evidence on public health interventions'. <i>Journal of Epidemiology & Community Health</i> , 56(2), pp.119-127	☐
Further	Schneider, M.J. (2020). <i>Introduction to public health</i> . Burlington: Jones & Bartlett Learning.	☐
Further	Tough, H., Siegrist, J., & Fekete, C. (2017). 'Social relationships, mental health and wellbeing in physical disability: a systematic review'. <i>BMC Public Health</i> , 17(1), 414.	☐

Module Code	LCHS7002
Title	Health Care System Organisation and Leadership
Date	12/07/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To give a thorough grounding in the fundamental challenges, principles and practices of health care organisations and leadership.
- To develop understanding of comparative international health systems and utilising systems thinking methods and practices to develop a critical viewpoint of health care systems leadership.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Understand key concepts in health leadership including, governance, health systems, systems thinking, service development and efficiency measurement.
- Demonstrate knowledge on how leadership influences the planning, functioning, and structuring of local and global health systems and policy and influence outcomes in various health and social care systems.
- To show an application of systems thinking and analysis which can improve health and social care outcomes.

INDICATIVE CONTENT

- What is leadership? Leadership theory and styles, including which style to use to get the most benefit in each situation.
- What is a health system? Understanding health and social care from a systems and leadership perspective.
- Health and social care systems, governance and exploring the concept of universal health coverage.
- Commissioning arrangements and the purchaser provider split.
- Systems thinking and whole systems approaches as a strategic tool to identify strategic imperatives within health and social care practice.
- Recognise different levels of health and social care systems analysis such as organisational, departmental/unit, staff member, role and task.
- Understanding what various systems approaches are covering:
System Dynamics and the Viable Systems Model, primarily dealing with feedback, interrelationships, and interdependencies.
Soft Systems Methodology and Strategic Options Development and Analysis with Cognitive Mapping, primarily dealing with multiple perspectives.
Hard systems methods and operations research.
- Strategies for improving technical efficiency vs strategies for allocative efficiency, pro's and con's.
- Organisational case studies will be used to underpin learning and support approach to formative assessments.
- Service user and carer engagement/co-creation within health and social care system organisational processes.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%

Independent learning	152	76%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Case Study Analysis Report	5000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7002	
Module Title	Health Care System Organisation and Leadership	
Classification	Reading List entry	Electronic*
Essential	Enticott, J., Johnson, A. and Teede, H. (2021). Learning health systems using data to drive healthcare improvement and impact: a systematic review, <i>BMC health services research</i> , vol. 21, no. 1, pp. 1-16, [Online]. Available at: https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-021-06215-8#Tab3 .	☐
Essential	Yukl, G. (2020). Leadership in Organisations 9th edition, Harlow, UK: Pearson.	☐
Essential	Johnson, J. A. (2018). Health Systems Thinking: A Primer, Jones & Bartlett Learning.	☐
Essential	West, M. (2017). Michael West: Collaborative and compassionate leadership, [Online], Available at: https://www.kingsfund.org.uk/audio-video/michael-west-collaborative-compassionate-leadership	☐
Further	Blokdyk, G. (2020). Healthcare Systems A Complete Guide - 2020 Edition, 5StarCooks, ASIN: B088SZC9WX	☐
Further	Cohen, S. (2020). The NHS: Britain's National Health Service, 1948–2020, Shire Library ISBN: 178442482X	
Further	Tams, C. (2018). Bye-bye, heroic leadership: Here comes shared' [Online], Available at: https://www.forbes.com/sites/carstentams/2018/03/09/bye-bye-heroic-leadership-here-comes-shared-leadership/#3e2085d42c67	☐
Further	Yin, R. K. (2018). Case study research: Design and methods 6 th edition, Thousand Oaks, USA: SAGE Publishing	☐

Further	Carey G, Malbon E, Carey N, et al. (2015). Systems science and systems thinking for public health: a systematic review of the field, <i>BMJ Open</i> , doi: 10.1136/bmjopen-2015-009002	☐
Further	Foley, T. and Fairmichael, F. (2015). The Potential of Learning Health Care Systems, The Learning Healthcare Project, [Online]. Available at: https://learninghealthcareproject.org/the-potential-of-learning-healthcare-systems/	☐

Module Code	LCHS7003
Title	Community Care and Management of Longer-term Conditions
Date	12/07/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To develop understanding of the theories, values and policies in managing patients with longer term conditions in different healthcare settings.
- To gain an understanding of healthcare work across traditional primary/secondary/social care boundaries and collaborate with patients/carers and other professionals within the NHS, social and private/voluntary sector to continuously improve the information, support, care, and person-centred approaches to treatment of people living with long term conditions.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate the physical, psychological, and social impact on individuals and families living with a long-term condition(s) and its treatment.
- Critically assess the key areas of local and national political, health and social care agendas and initiatives relating to long term conditions.
- Critically evaluate the skills, values and behaviours required to provide co-productive and traditional models of care as appropriate.
- Critically analyse the contribution of empirical evidence and local, national, and international guidelines to informing the delivery of 'whole person' care and self-management support for individuals with long term conditions.

INDICATIVE CONTENT

- Aetiologies of long-term conditions and the treatments available
- Long-term condition management in primary, secondary and tertiary care settings- Prevention methods and management processes of complications
- Long term condition policy initiatives
- Assessment issues or needs assessments for long-term conditions
- Case Management- Effective management in specific groups such as heart disease/diabetes/COPD
- Techniques and Models of Care- Psychosocial models, Patient engagement frameworks, and self-care techniques for improved outcomes for patients affected by long-term conditions
- Stress and Illness- Coping and Adjustment, Mental Health Issues, unique treatment approaches, contemporary medications and lifestyle modifications for long-term condition management including Diabetes, High blood pressure, Arthritis, Asthma, Epilepsy, Parkinson's, and some mental health conditions
- Person-centred dialogues and self-management
- Personalised Integrated Care- Collaboration in management/interagency and partnerships
- End of Life Care- Applying relevant theory of holistic consultation and clinical assessment skills to provide evidence-based care for patients and clients attending with a diagnosed or undiagnosed LTC.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam × Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment- Information Booklet of Long- term Condition Management	3,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework × Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15-20 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50
Practical	50
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7003	
Module Title	Community Care and Management of Longer-term Conditions	
Classification	Reading List entry	Electronic*
Essential	Lloyd, & Heller, T. (2012). <i>Long-term conditions challenges in health and social care</i> . SAGE.	☒
Essential	Chiauzzi, Rodarte, C., & DasMahapatra, P. (2015). 'Patient-centered activity monitoring in the self-management of chronic health conditions'. <i>BMC Medicine</i> , 13(1), 77–77. Available at: https://doi.org/10.1186/s12916-015-0319-2	☒
Essential	Friis. (2016). 'Gaps in understanding health and engagement with healthcare providers across common long-term conditions: a population survey of health literacy in 29,473 Danish citizens'. <i>BMJ Open.</i> , 6(1). Available at: https://doi.org/10.1136/bmjopen-2015-009627	☒
Essential	Eaton. (2015). 'Delivering person centred care in long term conditions'. <i>BMJ : British Medical Journal.</i> , 350. Available at: https://doi.org/10.1136/bmj.h181	☒

Essential	Hellqvist. (2021). 'Promoting Self-Care in Nursing Encounters with Persons Affected by Long-Term Conditions-A Proposed Model to Guide Clinical Care'. <i>International Journal of Environmental Research and Public Health</i> , 18(5), 2223. Available at: https://doi.org/10.3390/ijerph18052223	☒
Further	<i>Long term perspectives / Units 15-16, Allocation of resources; eye to the future.</i> (1979). Open University Press.	☒
Further	Gately. (2007). <i>Re-thinking the relationship between long-term condition self-management education and the utilisation of health services.</i> <i>Social Science & Medicine.</i> , 65(5), 934–945. Available at: https://doi.org/10.1016/j.socscimed.2007.04.018	☒
Further	Brown, J. (2015) <i>Understanding & Managing Irritable Bowel Syndrome.</i> Mayo Clinic.	☒
Further	Baroff. (2003). <i>Beloved Strangers: Caring for a Loved One With Alzheimer's Disease.</i> Aquarius Health Care Media	☒
Further	Smith. (2015). 'Parents' experiences of living with a child with a long-term condition: a rapid structured review of the literature'. <i>Health Expectations.</i> , 18(4), 452–474. Available at: https://doi.org/10.1111/hex.12040	☒
Further	Musliner, K., (2016). 'Heterogeneity in long-term trajectories of depressive symptoms: Patterns, predictors and outcomes'. <i>Journal of Affective Disorders.</i> , 192, 199–211. Available at: https://doi.org/10.1016/j.jad.2015.12.030	☒
Further	Bagust. M., et al., (2001). 'An economic model of the long-term health care burden of Type II diabetes'. <i>Diabetologia.</i> , 44(12), 2140–2155. Available at: https://doi.org/10.1007/s001250100023	☒
Further	Lehnert. T., et al., (2012). 'The long-term cost-effectiveness of obesity prevention interventions: systematic literature review'. <i>Obesity Reviews.</i> , 13(6), 537–553. Available at: https://doi.org/10.1111/j.1467-789X.2011.00980.x	☒
Further	Coulter. A., et al., (2015). <i>Personalised care planning for adults with chronic or long-term health conditions.</i> The Cochrane Library. Available at: https://doi.org/10.1002/14651858.CD010523.pub2	☒
Further	Bower. P., et al., (2012). 'A cluster randomised controlled trial of the clinical and cost-effectiveness of a "whole systems" model of self-management support for the management of long- term conditions in primary care: trial protocol'. <i>Implementation Science : IS.</i> , 7(1). Available at: https://doi.org/10.1186/1748-5908-7-7	☒
Further	Rabe, et al. (2004). "Worldwide severity and control of asthma in children and adults: the global asthma insights and reality surveys. <i>The Journal of Allergy and Clinical Immunology</i> , 114(1), 40–47. Available at: https://doi.org/10.1016/j.jaci.2004.04.042	☒

Further	Nutt, et al., (2005). 'Diagnosis and Initial Management of Parkinson's Disease'. <i>The New England Journal of Medicine.</i> , 353(10), 1021–1027. Available at: https://doi.org/10.1056/NEJMcp043908	☒
Further	Wong. (2001). 'Long-term morbidity, mortality, and economics of rheumatoid arthritis'. <i>Arthritis & Rheumatism.</i> , 44(12), 2746–2749. Available at: https://doi.org/10.1002/15290131(200112)44:123.0.CO;2-Z	☒

Module Code	LCHS7004
Title	Public Health and Social Care Dissertation
Date	12/07/2022
Level	7
Credits	60
Pre-Requisites	Successful Completion of Part 1 of the Programme

AIM(S)

- To enhance the students understanding and skills of the application of research methodologies, and an ability to frame a research protocol.
- To develop in the student the ability to report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought.

Prerequisites

The workshops are intended to enhance students' knowledge and experience gained during the research methods module. This will help to address the requirements of independent research and to enhance their professional competencies necessary for this purpose. This will ensure that students will:

- have developed further their research, inquiry or investigation;
- have identified the context, boundaries and stakeholder interests;
- have considered research perspectives and ethical concerns and procedures;
- have considered research perspectives and ethical concerns and procedures; are informed about data collection and analysis and are in a position to successfully complete their research project.

Students will be given guidance in research methods workshops and, following the Research Protocol submission at the end of the stage 1, on the parameters of the specialist themes. Once the Research Protocol has been successfully presented for the formative assessment, the dissertation module provides the student with the necessary support and opportunity to produce a substantial specialist body of research (15,000 words) which has been instigated, developed and produced as a consequence of their own research initiative.

Only on the successful completion of Part 1 (all taught modules) and the research protocol, will the student be formally invited to submit a dissertation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Using the feedback on the proposal from the research module assessment. prepare a research/independent study protocol outlining how the proposal will be implemented, mapping the steps, activities and processes, required resources, time frames;
- Plan, manage and execute an in-depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions;
- Critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts;

- Demonstrate the ability to conduct research under supervision in a Public Health and Social Care context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use skills to promotion of digital health, manage systems and services in health and social care settings and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional public health and social care practice and normal principles of research ethics;
- Exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research-based inquiry in future employment settings.

INDICATIVE CONTENT

- The importance of clear aims and objectives: an understanding of the complexity of policy and implementation in the field of health and social care and an in-depth application of relevant research skills to the chosen area of study.
- Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding, identifying research problems and questions.
- Choosing a research method, data collection and sampling, data analysis and interpreting results, reliability and validity of data, evidence-based approach; disseminating findings in a way that is consistent with professional public health and social care practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

TEACHING AND LEARNING STRATEGY

The dissertation module is an organic development from the Practice- Based Research module. The outcome of the research methods module is the research proposal, which will be developed further for the dissertation module. Students will be given an opportunity to choose the type of the dissertation they would like to research. The University had its Research Ethics Committee to review the proposal and approve the research.

Indicative content and requirements of the dissertation will be introduced at stage 1 by a intensive workshops to help students to develop further research methodology and think about the implementation. "Developing research competence and the research protocol" is designed to enhance research knowledge and competencies. At the end of stage 1, students will be expected to produce and present an initial research protocol prior to the commencement of the dissertation research. The formative assessment/feedback on the protocol will help students to iron out the details and prepare students for the data collection (of their primary and/or secondary research). In stage 2, students will be expected to manage their own learning and implement their own research programme of study over the dissertation period. The University also has a DigiCentre, which is a depository of digital resources for researchers, helping to develop their skills in various aspects of research, e.g., data collection or research questions designing techniques.

Students will be allocated a supervisor who will meet with each student on a regular basis in order to monitor research progress (this will be for a minimum 8 meetings). The supervisors will be in the position to guide students and help with their specific topics and types of the research. Individually tailored guidelines and progress

deadlines will be given to students at appropriate times in order to facilitate continued progress.

CLASS CONTACT

Stage 1: Developing research competence and the research proposal

Stage 2: The Dissertation

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

1. Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Formative Presentation of Research protocol Summative assessment Dissertation	15000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7004	
Module Title	Public Health and Social Care Dissertation	
Classification	Reading List entry	Electronic*
Essential	Guest, G. & Namey, E. (eds) (2015) <i>Public Health Research Methods</i> . London: Sage Publications.	☒
Essential	Walker, D. M. (2014). <i>An Introduction to Health Services Research</i> . London: Sage.	☒
Essential	Aveyard, H. (2014) <i>Doing a Literature Review in Health and Social Care: A Practical Guide</i> 3 rd Ed. Maidenhead: Open University Press.	☒
Essential	Rudestam, E. & Newton, R. (2015) <i>Surviving Your Dissertation: A Comprehensive Guide to Content and Process</i> . 4th ed. London: Sage	☒
Essential	Hansen, E. (2020) <i>Successful Qualitative Health Research</i> New York: Routledge.	☒
Essential	Biggam, J (2008) <i>Succeeding with Your Master's Dissertation: A Step-by-step Handbook</i> . Open University Press	☒
Further	Gaw, A. (2011) <i>Abstract expressions: A quick guide to writing effective abstracts for papers and conferences</i> . Glasgow; SA Press	☒

Further	Johnstone, M. (Latest Ed.) <i>Effective writing for health professionals a practical guide to getting published</i> . London: Routledge.	☒
Further	Hart, C. (2005) <i>Doing your Masters Dissertation: Realising Your Potential as a Social Scientist</i> . London: Sage	☒
Further	Furseth, I. & Everett, L. (2013) <i>Doing Your Master's Dissertation: From Start to Finish</i> . London: Sage	☒
Further	Mack, N & Woodsong, C (2005) <i>Qualitative Research Methods: A Data Collector's Field Guide</i> . USA: Family Health International	☒

Module Code	LCHS7005
Title	Service Integration and Partnership Working
Date	12/07/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To understand the philosophy of multidisciplinary partnership working in health and social care and its contribution to outcomes.
- To develop contemporary management and leadership skills to enhance future integrative Public Health and Social Care working.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Apply a critical understanding of the core concepts of service integration and their relevance to practice.
- Deal with complex issues both symmetrically and creatively in supporting an integrative health and social care workforce.
- Comprehensively understand the key frameworks, theories, policies and practice elements of partnership working for a user centred approach.
- Analyse the factors that promote, or hinder partnership working and make recommendations for their sphere of practice.

INDICATIVE CONTENT

- Introduction to the core concept of service integration, challenges facing in integration, barriers to integration and policy developments
- Integrated care system in the UK, policy and practice
- Key constructs of practice into integrative health and social care contexts.
- Managing a future Integrative Health and Social Care workforce
- Partnership working and inter-personal care; challenges and opportunities
- Models/professional frameworks for partnership working and its impact on the outcomes.
- Explain the models of health and social care, social values, professional codes, EDI cultures, user rights and needs as well as professional stereotypes.
- Discuss the skills and competencies for partnership working- Risk management, confidentiality, communication, group dynamics, accountability and shared accountability regarding integrated care.
- Explain the impact of health and social care policy and organizational issues in relation to users and carers of services and financial aspects of working together in healthcare settings.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Group Video Presentation	10 minutes per person	50%

Assessment Component 2

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Reflective Report	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7005	
Module Title	Service Integration and Partnership Working	
Classification	Reading List entry	Electronic*
Essential	Brown, H., Mangan, C., Miller, R. (2016). <i>Integrated Care in Action: A Practical Guide for Health, Social Care and Housing Support</i> . United Kingdom: Jessica Kingsley Publishers.	☐
Essential	Birrell, D., Heenan, D. (2017). <i>The Integration of Health and Social Care in the UK: Policy and Practice</i> . United Kingdom: Macmillan Education UK.	☐
Essential	Shiver., Cantiello, J. (2015). <i>Managing Integrated Health Systems</i> . United States: Jones & Bartlett Learning.	☐
Essential	<i>Handbook Integrated Care</i> . (2021). Germany: Springer International Publishing.	☐
Essential	Glasby, J. and Dickinson, H. (2014). <i>Partnership working in health and social care: what is integrated care and how can we deliver it?</i> . Policy Press.	☐
Further	Anita Chandra et al. (2016) 'Strengthening Integration of Health Services and Systems', in <i>Building a National Culture of Health</i> . RAND Corporation.	☒
Further	<i>International journal of integrated care</i>	☒
Further	<i>Journal of integrated care</i>	☒
Further	Glasby, J. and Dickinson, H. (2014) <i>Partnership working in health and social care: what is integrated care and how can we deliver it?</i> Second edition. Bristol: The Policy Press.	☐

Further	Beesley, P. and Devonald, J. (2020). 'Partnership working in the face of a pandemic crisis impacting on social work placement provision in England'. <i>Social Work Education</i> , 39(8), pp.1146-1153.	☐
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Module Code	LCHS7006
Title	Quality Assurance and Service Improvements
Date	12/07/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To explore quality assurance theory and factors that influence the delivery of quality service user care and affect implementation of quality control measures.
- To develop the necessary service improvement knowledge and skills while being able to apply a critical perspective related to policy and change within their area of service delivery.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically analyse theories and approaches to the management of quality and implementation of service improvement within health and social care.
- Critically explore health reforms, and national and local policy issues affecting the health and care sector by demonstrating the impact these have on service provision.
- Critically analyse the management of quality, service improvement and theories and tools to effectively design services for a sustainable future.

INDICATIVE CONTENT

- Define quality and the development of quality theory and approaches and how this is related to public health and social care.
- Explore current quality assurance systems including CQC evaluation tools, independent performance audits, internal audits, outcomes analysis, sector benchmarking, and service user satisfaction surveys.
- Recognising contemporary challenges of quality assurance and service improvement; including service user safety, integration agendas, cultural change and long-term sustainability challenges facing health and social care.
- Quality Assurance vs. Quality Improvement.
- The policy context in health and social care related to quality and continuous improvement methodology.
- Stakeholders and service users: Undertaking a stakeholder analysis, identifying service users' needs and wants, utilizing co-creation to make sense of service users' lived experiences of health and social care.
- Managing complaints, managing quality, the 'quality gap' model, setting and monitoring standards through performance indicators and governance.
- Quality and service improvement and re-design tools and techniques, including Continuous Quality Improvement and Total Quality Management, the Excellence Model; balanced scorecard, Plan - Do - Study - Act; Six Sigma, Lean.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%

Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Service Improvement Report	3000 words	50%

Assessment Component 2

(Tick one)

☐	Written exam	☐	Coursework	☒	Practical
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Mode of assessment	Volume	Weighting
Quality Assurance Oral Presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7006	
Module Title	Quality Assurance and Service Improvements	
Classification	Reading List entry	Electronic*
Essential	Kostal, G., & Shah, A. (2021). 'Putting improvement in everyone's hands: opening up healthcare improvement by simplifying, supporting and refocusing on core purpose'. <i>British Journal of Healthcare Management</i> (online); 27(2)	☐
Essential	'Tools and Resources for Practice Transformation and Quality Improvement (2021)'. <i>Agency for Healthcare Research and Quality</i> , Rockville, MD. Available at: https://www.ahrq.gov/ncepcr/tools/transform-qi/index.html	☐
Essential	'NHS England and NHS Improvement'. (2021). <i>Plan, Do, Study, Act (PDSA) cycles and the model for improvement</i> . Available at: www.england.nhs.uk/wp-content/uploads/2021/03/qsir-plando-study-act.pdf	☐
Essential	Jones B., Horton T., and Warburton W. (2019). <i>The Improvement Journey</i> , London: Health Foundation.	☐

Further	Gabbay, J. & le May, A. (2020) <i>Able to Improve? The skills and knowledge NHS front-line staff use to deliver quality improvement: findings from six case studies</i> , London: Health Foundation.	☐
Further	Liberati E, Tarrant C, Willars J, et al. (2019) 'How to be a very safe maternity unit: an ethnographic study', <i>Soc Sci Med</i> , 223, pp. 64–72	☐
Further	Mannion R, & Davies H. (2018). 'Understanding organisational culture for healthcare quality improvement'. <i>BMJ</i> , 363:k4907.	☐
Further	Batalden P. (2018) 'Getting more health from healthcare: quality improvement must acknowledge patient coproduction'. <i>BMJ</i> ; 362:k3617	☐

Module Code	LCHS7008
Title	Practice-Based Research
Date	15/03/2024
Level	7
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To gain knowledge of the main principles of designing, conducting, evaluating the impacts and dissemination of evidence-based research.
- To conduct an independent practice-based research project within a public health and social care setting with professional integrity.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Engage in practice-based research in public health and social care settings and identify areas for improvement in terms of physical and/or mental health of the target group or community of interest.
- Develop critical reflection skills, including skills of critical analysis, appraisal, and evaluation of research findings and provide relevant recommendations for health and social care professionals, policymakers, services, practice, and/or the wider population.
- Critically analyse the data collection and findings from quantitative, qualitative or mixed methods research.
- Develop knowledge and understanding of professional integrity and ethics in research and potential risks for participants and how to prevent them.

INDICATIVE CONTENT

- Introduction to Research Methods – definitions of Quantitative and Qualitative research; formulating theoretical framework for research; primary and secondary research; key research methods for data collection and analysis in qualitative and quantitative research; main tools/techniques for data collection and analysis.
- Research Ethics – main principles and knowledge of ethical issues in research with special reference to professional settings and social research; ethical standards followed by UWTSD; NICE research recommendations; ONS; NHS; WHO health data and statistics; UK-based research organisations' activities; research completion of a short ethical approval form which the lecturer should approve first before embarking on a research project.
- Research Design – formulate a research question, aim, and objectives; conducting a literature review; writing a research proposal for a 'low-risk' pilot research project (e.g. if quantitative, conduct two interviews with the use of an existing questionnaire; if qualitative, conduct participant observation at a public space); process of sample selection, sample size, sample characteristics.
- Developing a Research tool/instrument – guidance for developing set of questions for survey/questionnaire or guide for interviews/focus groups; formulating hypotheses; taking field notes in participant observation; doing an ethnography; etc.

- Data Analysis – techniques/methods for analysis of data in quantitative (using descriptive statistics, SPSS, cross-tabulation, Chi-square; statistical significance etc.) or qualitative (using coding in thematic analysis; template analysis; content analysis; diary-writing; etc.) methods.
- Practical skills for conducting fieldwork – recruitment of participants; contacting participants/stakeholders/healthcare settings for permission; structure of an interview or focus group; interviewing techniques; role-play using focus groups and interviews in workshops in class.
- Reporting Research Findings – writing a research report; reflection of the researcher; critical reflection; evaluation of the project; providing solid and evidence-based arguments and recommendations for practice; critical analysis; understanding implication of research findings in real-life context; acknowledging strengths and limitations of a research.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Poster Presentation	20 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7008	
Module Title	Practice-Based Research	
Classification	Reading List entry	Electronic*
Essential	Bernard, H.R. (2000) <i>Social Research Methods: Qualitative and Quantitative Approaches</i> . Sage: London.	☒
Essential	Kardoff E. & Steinke I. (eds.) <i>A Companion to Qualitative Research</i> , London: Sage, 248-253.	☐
Further	Braun, V., & Clarke, V. (2006). 'Using thematic analysis in psychology'. <i>Qualitative Research in Psychology</i> , 3(2), 77-101.	☐
Further	Brooks, J., McCluskey, S., Turley, E., & King, N. (2015). 'The Utility of Template Analysis in Qualitative Psychology Research'. <i>Qualitative Research in Psychology</i> , 12(2), 202-222.	☐
Further	Davidson, C. (2009). 'Transcription: Imperatives for Qualitative Research'. <i>International Journal of Qualitative Methods</i> , 8(2), 35-52.	☐
Further	Flick, U., von Kardorff, E., & Steinke, I. (2004). <i>A companion to qualitative research</i> . Glasgow: Sage Publications Ltd.	☐
Further	Gibbs, G. R. (2007). <i>Analyzing qualitative data</i> . SAGE Publications, Ltd, https://doi.org/10.4135/9781849208574	☐
Further	Jolley, J. (2020). <i>Introducing Research and Evidence-Based Practice for Nursing and Healthcare Professionals</i> (3rd ed.). Routledge. https://doi.org/10.4324/9780429329456	☐
Further	King, N. (2012). 'Doing Template Analysis'. In G. Symon, & C. Cassell (Eds.), <i>Qualitative Organizational Research: Core Methods and Current Challenges</i> (pp. 426-450). London: SAGE Publications Ltd.	☐
Further	Oflazoglu, S. (ed.) (2017). <i>Qualitative versus Quantitative Research</i> . InTech. dx.doi.org/10.5772/65619 .	☐
Further	Townsend, P. and Davidson, N. (1982) <i>Inequalities in Health: The Black Report</i> . Penguin: Harmondsworth. (New edition of original report of a research working group, published 1980). Available online at: http://www.sochealth.co.uk/resources/public-health-and-wellbeing/poverty-and-inequality/the-black-report-1980/	☒

Module Code	LCHS7009
Title	Population Health and Digital Health Promotion
Date	06/03/2025
Level	7
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To gain a critical understanding of advanced topics in health promotion and knowledge to align digital health promotion to health promotion principles and values
- To gain a critical understanding and knowledge of core concepts of relevant digital health technologies required for supporting healthcare and social care services and products for health promotion

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate comprehensive understanding of the recent development in digital technology relating to public health, aligning digital health promotion to health promotion principles and values, behaviour theories related to digital health promotion, big data and health promotion, and digital health inequality.
- Demonstrate systematic understanding of the health information systems, telehealth, robotics, technology aids such as Apps & wearables, implantable technologies, and application of digital health at a macro level for health promotion and other health and social care services.
- Apply skills in planning and designing digital health interventions to support services that address the health and social care problems.

INDICATIVE CONTENT

- Explore the theoretical underpinnings of digital health for health promotion and other health and social care services, introducing the key concepts of health information systems, principles, processes, and related issues, and carrying out relevant activities in the analysis and design of health information systems, understanding of the legal and ethical issues surrounding the implementation of health information systems and the use of electronic health data.
- Introduction to Telehealth systems, concepts of telehealth systems in facilitating healthcare and social care, gaining a critical understanding of their application and the limits of traditional systems.
- Introduction to robotics and artificial intelligence, principles, processes, and related issues in the implementation of robots in healthcare
- Insights into implantable technologies for tracking and monitoring healthcare conditions, its benefits, and understanding the associated practical and ethical challenges.
- Explore the current opportunities in the use of big data for improving population health. Current profiling of populations at the national and local level.

- Concepts underlying in the development of healthcare systems and services, with a specific focus on practical case studies, design, and development of digital health systems by applying human-centred design principles and techniques and carrying out relevant activities in the planning and implementation of digital health systems to satisfy both business needs and its user requirements.
- Core concepts in health promotion, Introduction to digital health promotion, recent development in digital technology relating to public health, aligning digital health promotion to health promotion principles and values, behaviour theories related to digital health promotion, big data, and health promotion, and digital health inequality.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Blogs	2 Entries	25%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Poster Design	1500 words	25%

Assessment Component 3

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Project Presentation	15 minutes per person	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCHS7009	
Module Title	Population Health and Digital Health Promotion	
Classification	Reading List entry	Electronic*
Essential	Murphy, R. R. (2019) <i>Introduction to AI Robotics</i> . United Kingdom: MIT Press.	☒
Essential	Naidoo, J. and Wills, J. (2016) <i>Foundations for health promotion</i> . Fourth edition. Place of publication not identified: Elsevier.	☒
Essential	Charalabous, A (2021) <i>Developing and Utilizing Digital Technology in Healthcare for Assessment and Monitoring</i> . Germany: Springer International Publishing.	☐
Essential	Rivas, H. and Wac, K. (2018) <i>Digital Health: Scaling Healthcare to the World</i> . Germany: Springer International Publishing.	☐
Essential	O'Neil, I. (2019). <i>Digital Health Promotion: A Critical Introduction</i> . United Kingdom: Wiley.	☐
Further	Herzog, M.H., Francis, G. and Clarke, A. (2019) <i>Understanding Statistics and Experimental Design: How to Not Lie with Statistics</i> . 1st ed. 2019. Cham: Springer International Publishing. doi:10.1007/978-3-030-03499-3.	☐
Further	<i>Digital Health: Changing the Way Healthcare is Conceptualised and Delivered: Selected Papers from the 27th Australian National Health Informatics Conference (HIC 2019)</i> . (2019). Netherlands: IOS Press.	☐
Further	<i>Journal of Digital Health</i>	☒
Further	<i>Journal of Health information science and systems</i>	☒
Further	<i>Digital Health: Exploring Use and Integration of Wearables</i> . (2021). Netherlands: Elsevier Science.	☐
Further	<i>Digital Health: Mobile and Wearable Devices for Participatory Health Applications</i> . (2020). Netherlands: Elsevier Science.	☐
Further	<i>Digital Interventions in Mental Health: Current Status and Future Directions</i> . (2020). SA: Frontiers Media SA.	☐