



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

# BSc in Health & Social Care Changemakers – Creativity and Value Creation (BMHP 5014)

**WEEK 6 OF THE MODULE**  
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*Trawsnewid Addysg; Trawsnewid Bywydau*  
*Transforming Education; Transforming Lives*



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# OBJECTIVES OF SESSION...

- **To revisit the 2<sup>nd</sup> assignment brief.**
- **To look at aspects of monitoring of the online activities.**
- **To provide an opportunity to explore one of the online ideas around creativity.**
- **To view a short video of a creative idea.**
- **To provide time for you to undertake online activities within the Moodle materials.**

# Assessment 2



# ASSESSMENT

1. **Assignment 2 – Written Assignment – 50%**  
**2,000 word (-/+10%) Submission to Turnitin**  
**links on Friday 29<sup>th</sup> July 2022 at 15:00 GMT**

# Respond to the following question

"Identify the key learning points from the online e-learning material which you have gained because of completing the **Changemakers: Creativity and Value Creation** module.

Draw **upon one topic area** from **each of the four units** of the e-learning material from the module e.g.,

- unit 1 - ideas and values,
- unit 2 - creative solutions,
- unit 3 - mobilising support and
- unit 4 – evaluation”.

# Expectations

- You are expected to write in the first person to reflect on your learning and personal journey which has helped you to identify your knowledge and critical understanding of innovation, creativity and enterprising mindset recognising the values and contribution, which creativity makes to the common good within the health and social care profession.

# Self-reflection

- Remember that with assignment two you are doing a self-reflection of your journey through completing each of the four units in the e-learning online activities.
- You write in the **first person**, so that you can bring in your lived experiences, within work, social or personal life.
- You are drawing on the e-learning material by evidencing from the material itself in a meaningful and engaging way and linking it to health and social care.

# Reflection relates to...

1. Interpretation
2. Analysis
3. Synthesis
4. Evaluation

# 2<sup>nd</sup> Assessment - Assignment Structure

- **Cover page** – student number, your name, the module number and title and the tutors name (not part of the word count).
- **A contents page** (not part of the word count).
- **Sub-heading suggestions for writing the assignment as follows:**
- **Introduction** – setting an outline about what you are going to cover in the assignment, which is linked to the assignment question (approximately 100 words).
- **Unit 1** – choose one topic area from the unit and confirm it in your introduction to this section of your reflection (400 words).
- **Unit 2** – choose one topic area from the unit and confirm it in your introduction to this section of your reflection (400 words).
- **Unit 3** – choose one topic area from the unit and confirm it in your introduction to this section of your reflection (400 words).
- **Unit 4** – choose one topic area from the unit and confirm it in your introduction to this section of your reflection (400 words).

**What is important in each unit's reflection is that you are being specific so that it is evident which topic area you have chosen.**

# 2<sup>nd</sup> Assessment - Assignment Structure

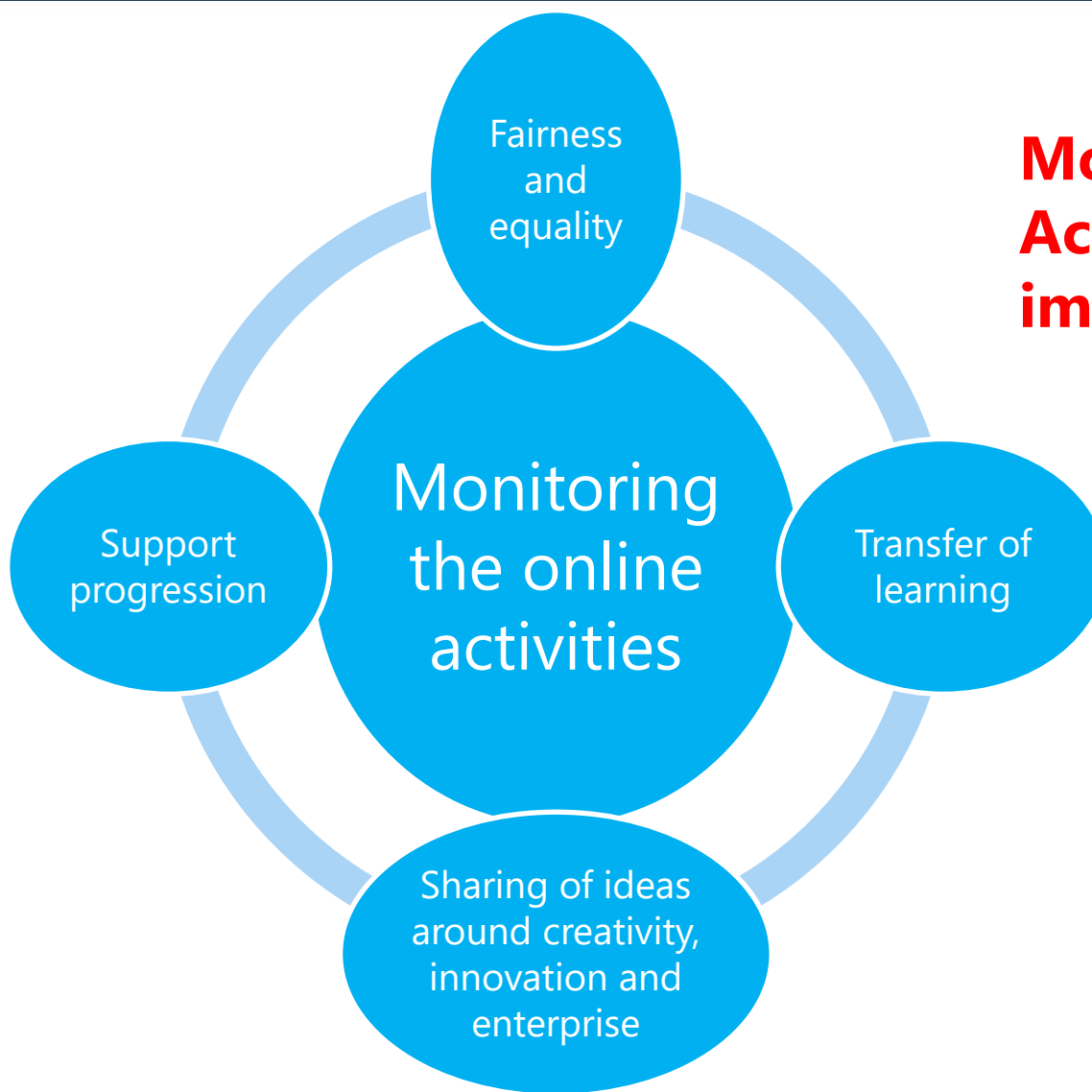
**Conclusion** – my overall learning from the e-learning material which you have gained linking it to recognising the values and contribution, which creativity makes to the common good (in health and social care) (approximately 300 words).

**Reference list** – follow the Harvard guidance and requirements. Please remember to do it in alphabetical order, adding access dates if web source material. It is essential that you have 8 creditable reference sources (8 minimum).

# Pitfalls for Assignment 2

- Not following the advice and guidance given.
- Repeating yourself in your reflections and not writing in the first person
- No contents page, providing too much information and not keeping within the word count e.g., 2,000 (+/- 10%).
- Not adding the reference details correctly or not including them at all.
- Not providing a clear introduction outlining what you are aiming to demonstrate in the assignment and how you are going to approach it.
- Not spell checking, or checking sentence structure or punctuation/grammar.
- Not demonstrating the meeting of the LO's.
- Adding blank pages, as this is not necessary.
- Not explaining yourself succinctly and clearly and not covering one topic area from each of the online units.
- Not provided an overall conclusion outlining your learning.
- Not linking your understanding to the common good within the health and social care sector.
- Misinterpreting the online material so that you are not clearly expressing yourself.

## Monitoring of Activities – Why it is important?



# Monitoring of Activities – Why it is important?

- A monitor is the person who will check progress over a period of time and who will keep a systematic review of what is being monitored.
- A monitor is keeping regular surveillance and track on what is being monitored.
- There are two elements which is monitored.
  1. Through your regular postings.
  2. Through undertaking the e-learning activities and completing the online tasks.

# Monitoring

- 1.The example is from an anonymous students activities where the green ticks comes up when they complete the task.
- 2.The monitoring is from sections of all aspects of the Moodle site.
- 3.The non-ticked boxes confirm that they have not undertaken the activity yet.
- 4.Along with this evidence is the emails which comes through from all the postings on the cohort notice board.
- 5.Additionally is the postings on the individual blogs.
- 6.The postings on the Padlet.

# Changemakers: Creativity and Value Creation (BMHP5014\_BIRM)

[Home](#)[My modules](#)[BMHP5014\\_BIRM](#)[Reports](#)[Activity completion](#)

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| First name / Surname | Email address |                               |
|----------------------|---------------|-------------------------------|
|                      |               | Week 1 PowerPoint Slides      |
|                      |               | Week 2 PowerPoint Slides      |
|                      |               | Assessment 1 Tasks 1- 4 ...   |
|                      |               | Blog Template for Task 2      |
|                      |               | Module Padlet Link            |
|                      |               | BMHP5014 Changemakers - ...   |
|                      |               | BMHP5014 - January 2021 - ... |
|                      |               | Module Introduction           |
|                      |               | Module Handbook (TUTOR ...    |
|                      |               | Module Schedule               |
|                      |               | BMHP5014 - January 2021 - ... |
|                      |               | BMHP5014 - January 2021 - ... |
|                      |               | Unit 1 - Topic 1              |
|                      |               | Unit 1 - Topic 2              |
|                      |               | Unit 1 - Topic 3              |
|                      |               | Unit 1 - Topic 4              |
|                      |               | Unit 1 Forum                  |
|                      |               | Unit 1 Blog                   |
|                      |               | Unit 2 - Topic 1              |
|                      |               | Unit 2 - Topic 2              |
|                      |               | Unit 2 - Topic 3              |
|                      |               | Unit 2 - Topic 4              |
|                      |               | Unit 2 Forum                  |

# Changemakers: Creativity and Value Creation (BMHP5014\_BIRM)

[Home](#)[My modules](#)[BMHP5014\\_BIRM](#)[Reports](#)[Activity completion](#)

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| BMHP5014 - January 2021 - ... |   |
| Module Introduction           |   |
| Module Handbook (TUTOR ...)   |   |
| Module Schedule               |   |
| BMHP5014 - January 2021 - ... |   |
| BMHP5014 - January 2021 - ... |   |
| Unit 1 - Topic 1              | ✓ |
| Unit 1 - Topic 2              | ✓ |
| Unit 1 - Topic 3              | ✓ |
| Unit 1 - Topic 4              | ✓ |
| Unit 1 Forum                  | ✓ |
| Unit 1 Blog                   | ✓ |
| Unit 2 - Topic 1              | ✓ |
| Unit 2 - Topic 2              | ✓ |
| Unit 2 - Topic 3              |   |
| Unit 2 - Topic 4              |   |
| Unit 2 Forum                  | ✓ |
| Unit 2 Blog                   | ✓ |
| Unit 3 - Topic 1              |   |
| Unit 3 - Topic 2              |   |
| Unit 3 - Topic 3              |   |
| Unit 3 - Topic 4              |   |
| Unit 3 Forum                  |   |
| Unit 3 Blog                   |   |
| Unit 4 - Topic 1              |   |
| Unit 4 - Topic 2              |   |
| Unit 4 - Topic 3              |   |
| Unit 4 - Topic 4              |   |
| Unit 4 Blog                   |   |
| Unit 4 Forum                  |   |
| Reading List                  |   |

# PARTICIPATION AND CONTRIBUTION IN THE ONLINE ACTIVITIES

- This mark will be awarded based on your tutor's assessment of your active participation in, and contributions to, the learning activities throughout the module.
- Tutors will award marks for completing specified tasks and for the output you produce and submit (e.g., completion of activities, messages posted in discussion threads, active participation in discussions). This mark relates to both participation and contribution, so simply completing all module study activities is not a guarantee that you will receive the up to 10 marks.

# Generating Creative Ideas

## Unit 1 -Session 3

### Top Tips for Idea Generation

Use these tips to help you to generate ideas – click the images



**Who will help?**



**Be Creative**



**Where do Ideas come from?**



**Sources of Inspiration**



**Tools and methods**



**What will you create?**



# Top Tips for Idea Generation

Use these tips to help you to generate ideas – click the images



## Don't work alone!



With a classmate, colleague, friend or family member to help you generate more ideas.

Working in collaboration helps to distribute the work load and allows for other points of view and other ideas.

# Top Tips for Idea Generation

Use these tips to help you to generate ideas – click the images



## Use your imagination!



All great innovations started as an idea.

**Creativity** is like a blank canvas. You can **create** anything you can imagine.

**Think differently - Think outside the box**



# Top Tips for Idea Generation

Use these tips to help you to generate ideas – click the images



## Ideas are where you find them.



Your idea could relate to something you love and enjoy, a **hobby, passion** or **personal interest**.

Consider **current trends** in your field or area of study.

Which trends are of interest to you?



# Top Tips for Idea Generation

Use these tips to help you to generate ideas – click the images



## **Ideas can come from anywhere.**



Our problems, frustrations and challenges in life can be a great source of inspiration, too.

Consider a positive social impact, perhaps for a specific group, community, yourself, a friend or family member.



# Top Tips for Idea Generation

Use these tips to help you to generate ideas – click the images



## Is the medium the message?

What is your preferred **creative medium**?

How would you like to create something?

What **tool or resource** would / could you use?

Which creative medium would you **enjoy** using most?



# Top Tips for Idea Generation

Use these tips to help you to generate ideas – click the images



## Fix a problem or create something new

Create something to make life easier, simpler and more enjoyable. It could educate, inform or satisfy a human or community need.

Transform the mundane and boring into something fun and engaging... just be sure to use your creativity!



# How to generate great creative ideas - Bing video



# Creative Ways

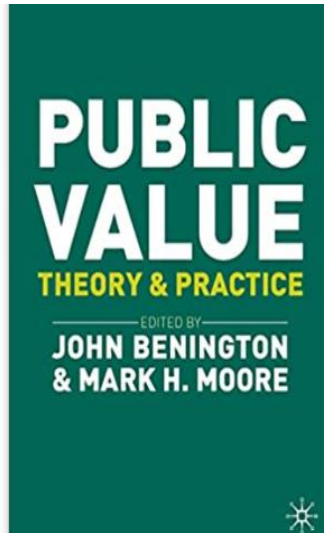


# Designing for Dementia | Lewis Hornby | TEDxLagunaBlancaSchool – YouTube



Designing for Dementia | Lewis Hornby | TEDxLagunaBlancaSchool

# References



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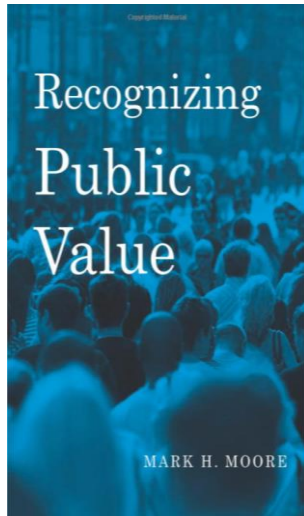
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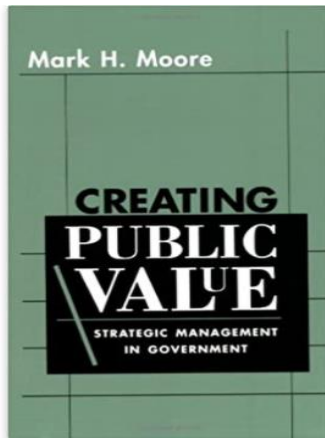
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172'.2—dc23 2012022228



Moore, H. M. (1995) ***Creating Public Value – Strategic Management in Government***. Cambridge: Harvard University Press.

# UNITS FOR THE ON LINE TASKS – UNIT 1

## TOPIC 1 HOW INNOVATION CHANGES THE WORLD

1. Introducing innovation
2. Innovation and society
3. Creating the future
4. Creativity and society

## TOPIC 3 ADDRESSING SUSTAINABILITY

1. What is the problem?
2. Sustainability changemakers
3. Be the changemaker.
4. Additional resources

## TOPIC 2 WHO AM I? MY SENSE OF SELF

1. The idea of self
2. Social influences
3. Developing creative confidence

## TOPIC 4 MAKING STATEMENTS

1. Big (traditional) values
2. Designing tool recipes
3. Small (personal) values
4. Additional resources

# UNITS FOR THE ON LINE TASKS – UNIT 2

## TOPIC 1 CHANGE MARKING – THE ACT OF CREATING VALUE

1. Who and what are changemakers?
2. Value creation pedagogy
3. The practice of changemaking

## TOPIC 2 STORYTELLING

1. Stories and why we tell them.
2. Spotting competences in stories
3. Creating our own competency story

## TOPIC 3 IDENTIFYING NEW IDEAS

1. Scoping
2. Finding meanings
3. Identifying attributes

## TOPIC 4 SEEKING SOLUTIONS

1. Creative solutions tool cards
2. Tool Kits
3. Making your own tool kit

# UNITS FOR THE ON LINE TASKS – UNIT 3

## TOPIC 1 COLLABORATION NOT COMPETITION

1. Establishing a supportive network
2. Stakeholders analysis
3. Creating a stakeholder map

## TOPIC 2 FUNDING YOUR IDEA

1. Sources of funding
2. Creating a crowdfunding campaign
3. Understanding social enterprise

## TOPIC 3 TELLING YOUR STORY

1. Storytelling as a persuasive communication tool
2. Self-confidence and authenticity
3. Preparing a strong presentation

## TOPIC 4 BE IN IT TO WIN IT

1. Navigating social media
2. Developing your professional persona
3. LinkedIn the professional network

# UNITS FOR THE ON LINE TASKS – UNIT 4

## TOPIC 1 MEASURING SUCCESS

1. What is success?
2. The Pygmalion effects
3. Success and wellbeing

## TOPIC 2 PERSONAL EVALUATION

1. Your project success
2. You, your project and others
3. Success through teamwork

## TOPIC 3 MOVING FORWARD

1. Building up from the project
2. The power of failure
3. Looking forward

## TOPIC 4 CLOSING THE LOOP

1. Skills and attributes
2. Showcasing your work