



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

MODULE DIRECTORY

**LEVEL 4: Certificate of Higher Education
Skills for the Workplace (Health and
Social Care)**

**LEVELS 5-6: BSc (Hons) Health and
Social Care**

**ACADEMIC DISCIPLINE OF HEALTH AND
SOCIAL CARE**

INSTITUTE OF INNER CITY LEARNING

2021-2022

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INTRODUCTION

This Module Directory includes all the modules for Levels 4, 5 and 6 within the Academic Discipline of Health and Social Care (Birmingham) in the academic year 2021-2022.

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 Birmingham Student Services at birminghamstudentservices@uwtsd.ac.uk contact number: 0121 229 3033.

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:	BMSK4001 / BMSW4001
TITLE:	Academic and Employability Skills
DATED:	31/08/2017
LEVEL:	4
CREDITS:	20
JACS CODE:	N200

AIM(S)

- To provide students with the underlying study/research strategies and software skills to facilitate effective study in Higher Education.
- To enable students to take responsibility for their own learning.
- To enable students to gain confidence and competence as effective employees by developing a range of employability skills such as reflection, time management and presentation skills.

LEARNING OUTCOMES

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

- analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report;
- reflect on their learning using recognised models of reflection;
- research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

INDICATIVE CONTENT

- Using word-processing and presentation software Identifying skills (e.g. self-evaluation, skills needed for higher education, transferable/employment skills).
- Organising study (e.g. time management, organising space and resources).
- Gathering relevant information (e.g. effective note taking, using the library and the internet, reflecting on experience).
- Analysing literature and researching and presenting findings.
- Communicating and presenting information (e.g. presentation techniques, styles).
- Developing an appropriate writing style (e.g. planning and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking, etc.).
- Understanding and applying a referencing convention (e.g. the Harvard System).
- Making use of digital technologies to support learning.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	20	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2,000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Review	2,000 words	50%

Assessment Summary

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

READING LIST

Module Code	BMSK4001	
Module Title	Academic and Employability Skills	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Cottrell, S. (2008) The Study Skills Handbook 3rd edition. Hampshire: Palgrave MacMillan.	☒
Further	Cottrell, S. (2010) Skills for Success: Personal Development and Employability (Palgrave Study Skills) Hampshire: Palgrave MacMillan.	☐
Further	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (2nd edition). Hampshire: Palgrave MacMillan	☐
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Gibbs, G. (1988) Learning by doing: A guide to teaching and learning methods. London: FEU.	☐

Further	Greetham, B. (2013) How to write better essays. Basingstoke: Palgrave Macmillan.	☐
Further	Mackevic, V. (2014) From confusion to conclusion. How to write a First-Class essay..2nd edition. Edited by Tom Wild. United States: Createspace.	☐
Further	McMillan, K. and Weyers, J. (2006) The smarter student: Skills and strategies for success at university, London: Prentice Hall.	☐
Further	OpenLearn. (2016) Skills for study [online] available at http://www.open.edu/openlearn/skills-for-study	☒
Further	Pears, R. and Shields, G. (2010) Cite them right: The essential referencing guide. 8th edn. Basingstoke: Palgrave Macmillan	☐
Further	Van Emden, J. and Becker, L. (2010) Presentation skills for students. 2nd edn. United Kingdom: Palgrave Macmillan.	☐
Further	Williams, K. (2014) Getting critical. United Kingdom: Palgrave Macmillan.	☐
Further	Wilson, E A and Bedford, D (2009) Study Skills for Part-time Students Harlow: Pearson	☐
Further	Wilson, J. (2013) Essentials of Business Research: A Guide to Doing Your Research Project, Sage: London	☐

MODULE CODE: BMSK4002 / BMSW4002
TITLE: Effective Team Working and Communication
DATED: 31/08/2017

LEVEL: 4
CREDITS: 20

JACS CODE: N200

AIM(S)

- To introduce students to strategies for effective team working.
- To develop students' awareness of the range of communication skills integral to success within the workplace.

LEARNING OUTCOMES

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

- apply the main theories relating to group dynamics, team working and communication to their own workplace examples;
- prepare and deliver a short presentation within a team working context.

INDICATIVE CONTENT

- Working collaboratively: shared ownership, responsibility and issues related to confidentiality.
- Negotiating and developing ideas.
- Group dynamics theories.
- Theories of team structures, such as Belbin.
- Group strategies: shared objectives, group agreements, meaningful schedules and effective delegation.
- Inter-personal communication including: body language, active listening, personal presentation and context awareness.
- Written communication: formats and structures.
- Strategies for improving clarity of expression, grammar, syntax and punctuation; presentation formats and structures.
- Communication with an audience using visual and electronic resources.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Summary

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

READING LIST

Module Code	BMSK4002	
Module Title	Effective Team Working and Communication	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Adair, J.E. (2009) Effective Teambuilding: How to make a winning team. London: Pan Books	☐
Further	Alvesson, M., Willmott, H., Alvesson, P.M. and Willmott, P.H. (1996) Making sense of management: A critical introduction. 2nd edn. Thousand Oaks, CA: Sage Publications	☐
Further	Belbin, M.R. (2012) Team roles at work. 2nd edn. Oxford: Butterworth-Heinemann.	☐
Further	Belbin, R.M. (2010) Teamroles at Work. Butterworth-Heinemann Title; 2 edition Magin, M. (2004) Making	☐

	teams Work: 24 Lessons for working together successfully. McGraw-Hill Pub.	
Further	Blanchard, K.H., Hersey, P. and Johnson, D.E. (2000) Management of organizational behavior: Leading human resources. 8th edn. United Kingdom: Prentice Hall	☐
Further	Bown, G. and Brady, C. (1991) Successful manager (women in management Workbook series). Kogan Page, Limited, London, United Kingdom	☐
Further	Collins, J.C. and Jim, C. (2001) Good to great [why some companies make the leap ... And others don't]. 4th edn. New York, NY: HarperCollins Children's Book Group	☐
Further	Covey, Stephen R. (1989) The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. 5th edn. New York: Simon and Schuster.	☐
Further	Dalley, D., and Burton, L. Developing your Influencing Skills: How to influence people by increasing your credibility, trustworthiness and communication skills (2010) Universe of Learning Ltd.	☐
Further	Ercegovac, Z. (2008) <i>Information Literacy, search strategies, tools & resources for high school students and college freshmen</i> , Linworth Pub. 2nd ed.	☐
Further	Tuckman, B.W. and Harper, B.E. (2012) Conducting educational research. 6th edn. United States: Rowman & Littlefield Publishers.	☐

MODULE CODE: BMSK4003 / BMSW4003
TITLE: Digital Skills and Research Methods
DATED: 31/08/2017

LEVEL: 4
CREDITS: 20

JACS CODE: N200

AIM(S)

- To improve students' digital skills within the workplace.
- To develop awareness of the importance of effective analysis of information and its translation into knowledge.

LEARNING OUTCOMES

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

- evaluate the appropriate use of contemporary technologies to improve workplace efficiency and employability;
- identify and effectively evaluate a range of information sources;
- show competence in workplace data handling.

INDICATIVE CONTENT

- Examine modern workplace communications systems, including email and social networking.
- Explore the use of web-based and mobile applications within the workplace.
- Develop awareness of legal, ethical and security issues, including the ethical implications of gathering information within the context of data protection.
- Understand Prof Russell Ackoff's definitions of data, information, knowledge, understanding and wisdom.
- Explore potential sources of information to solve workplace problems.
- Understand the ways in which numeracy, knowledge and reasoning are integral to most employment areas, including an appreciation of the use of basic statistics in the interpretation and analysis of data.
- Become competent in basic numerical handling and the efficient organisation and management of files and folders.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Summary

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

READING LIST

Module Code	BMSK4003	
Module Title	Digital Skills and Research Methods	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Beckingham, S. (2014) Why you need a professional online presence. [online] Available at: http://www.slideshare.net/suebeckingham/why-you-need-a-professional-online-presence-and-how-to-do-it-rscon5	☒
Further	Bell, J. (2005) Doing your research project: A guide for first-time researchers in social science, education and health. 4th edn. Maidenhead, England: Open University Press.	☐
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Emory, C.W. and Cooper, D.R. (1991) Business research methods. 4th edn. United States: Irwin Professional Publishing.	☐
Further	Hoechsmann, M. (2012) Media literacies: a critical introduction. Malden, MA., Wiley- Blackwell.	☐
Further	MathsIsFun (2016) Data, probability and statistics. [online] Available at https://www.mathsisfun.com/data/index.html	☒
Further	Poynter, R. (2010) The handbook of online and social media research: Tools and techniques for market researchers. United Kingdom: Wiley.	☐
Further	Sheffield Hallam University. (2014) Social Media and Employability. [online] Available at: https://sites.google.com/a/my.shu.ac.uk/shusome/employability	☒

MODULE CODE: BMSK4004 / BMSW4004
TITLE: Problem Solving and Decision Making
DATED: 31/08/2017

LEVEL: 4
CREDITS: 20

JACS CODE: N200

AIM(S)

- To be able to solve problems and make decisions in the workplace.
- To be able to manage and implement change in the workplace.

LEARNING OUTCOMES

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

- describe a problem, its nature, scope and impact;
- gather and interpret information to solve a problem;
- evaluate options to make a decision;
- plan, monitor and review the implementation and communication of decisions.

INDICATIVE CONTENT

- Ways to recognise, define, investigate and analyse problems.
- Objective setting in relation to problem.
- Brainstorming, problem solving and creative thinking techniques.
- Difference between data and information.
- Interpretation of charts and diagrams.
- How to evaluate options.
- The importance of adequate and relevant information for effective decision-making.
- Decision making techniques.
- The use of simple planning techniques- action plans, Gantt charts.
- Effective presentation of a case – i.e. providing facts and evidence, not just opinion.
- Monitoring and review techniques to evaluate outcomes of problem solving activities.
- Reasons for organisational change such as changes in leadership, technology, business strategy, need to become more efficient.
- Environmental analysis technique, such as PESTLE.
- Organisational analysis, such as SWOT analysis.
- Having consideration of benefits and implications of change, principles of change management.
- Methods for planning for change and Use of tools for planning change.
- Feasibility and viability of the change for stakeholders.
- Identification of human and financial factors in the consideration of resistance to change.
- Clear communication of change and importance of involving people to facilitate effective change.
- Techniques for monitoring and evaluating outcomes of change.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4,000 words	100%

Assessment Summary

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

READING LIST

Module Code	BMSK4004	
Module Title	Problem Solving and Decision Making	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Adair, J. (2013) Decision making and problem solving strategies. 2nd edn. London: Kogan Page.	☐
Further	Belton, V. and Stewart, T.J. (2001) Multiple criteria decision analysis: An integrated approach. 2nd edn. Boston, MA: Kluwer Academic Publishers.	☐
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Educational games and resources (no date) [online] Available at: http://www.theproblemsite.com/	☒
Further	Gano, D. (2011) Seven steps to effective problem solving and strategies for personal success. 1st edn. EBook: Reality Charting.	☐
Further	Institute of Leadership and Management (no date) [online] Available at: https://www.ilm.com	☒
Further	Mayer, R.E. (1992) Thinking, problem solving, cognition. 2nd edn. New York: W.H. Freeman & Co.	☐
Further	McClelland, D.C. and C, D. (1988) Human motivation. Cambridge, England: Cambridge University Press.	☐
Further	Pizlo, Z. (2012) 'Human problem solving in 2010', The Journal of Problem Solving, 4(1). doi: 10.7771/1932-6246.1120.	☐
Further	Poster presentation (2015) [online] Available at: http://serc.carleton.edu/NAGTWorkshops/assess/poster.html	☒
Further	Problem solving and decision making: Class projects (1996) [online] Available at: http://www.studygs.net/problem	☒

Further	Proctor, T. (2009) Creative problem solving for managers: Developing skills for decision making and innovation. 3rd edn. New York: Routledge.	☐
Further	SMART goals (2016) [online] Available at: https://www.projectsmart.co.uk/smart-goals.php	☒
Further	Straus, D. (2002) How to make Collaboration Work: powerful ways to build consensus, solve problems and make decisions. Berrett-Koehler.	☐
Further	Study Guides and Strategies. (2016), Problem solving and decision making, [online] available at: http://www.studygs.net/problem	☒

MODULE CODE: BMSK4005 / BMSW4005
TITLE: Professional Career Development
DATED: 31/08/2017

LEVEL: 4
CREDITS: 20

JACS CODE: N200

AIM(S)

- To introduce students to strategies for personal reflection and career development planning.
- To gain confidence and competence as effective employees.

LEARNING OUTCOMES

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

- understand the skills and knowledge needed for working effectively;
- demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development;
- establish employment goals and develop a personal action plan.

INDICATIVE CONTENT

- Concepts of self-awareness and the various approaches to self-assessment and learning.
- The application of background questionnaires and identify personal learning preferences.
- An analysis of personal strengths, weaknesses and tools to support professional development planning.
- Ideas relating to the concept of personal confidence, studying and thinking independently.
- Strategies for exploring employment options acquiring, selecting and collating information from a range of sources.
- Techniques for presenting conclusions in a clear, coherent and logical manner.
- An examination of effective systems, such as rotas, health and safety regulations and good conduct procedures.
- An introduction to strategies for career advancement: staff recruitment, job evaluation, person specifications, job specifications, interviewing, induction, mentoring, appraisal and retention issues.
- Development of students' confidence and readiness for employability such as responsibility and accountability; interpersonal relationships; effective means for communication; reliability.
- Reference to relevant procedures and employment legislation.

- Identify good practice relating to respect, effective communication and effective partnerships in the workplace.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4,000 words	100%

Assessment Summary

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

READING LIST

Module Code	BMSK4005	
Module Title	Professional Career Development	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (2nd edition). Hampshire: Palgrave MacMillan.	☐
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	(Palgrave Study Skills) Hampshire: Palgrave MacMillan.	☐
Further	Cottrell, S. (2010) Skills for Success: Personal Development and Employability	☐
Further	McMillan, K. and Weyers, J. (2006) The smarter student: Skills and strategies for success at university, London: Prentice Hall.	☐
Further	National Careers Service (2012) Preparing for an interview. [online] Available at: https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/default.asp	☒
Further	Pritchards, A. M. (2008) Studying and Learning at University: Vital Skills for Success in your Degree. London: Sage Publications.	☐
Further	Prospects. (2016) Career advice [online] Available at https://www.prospects.ac.uk	☒

Further	Van Emden, J. & Becker, L. (2010) Presentation Skills for Students (2nd edition). Palgrave Macmillan.	☐
Further	Wilson, E A and Bedford, D (2009) Study Skills for Part-time Students Harlow: Pearson	☐

Module Code	BMHP4003
Title	Psychology For Health and Social Care
Date	13/07/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

The aim of this module is to develop understanding of the psychological factors which influence human behaviour throughout the lifespan and how these apply to health and social care settings.

LEARNING OUTCOMES

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

- Understand and analyse how theories of lifespan development are applied to health and social care practice
- Examine the social and biological determinants of human behaviour *vis-à-vis* the contexts of health and social care and working with children and young people

INDICATIVE CONTENT

- The exploration of life stages, including: infancy; early childhood; later childhood; adolescence; adulthood; late adulthood; the final stages of life and death
- The examination of lifespan development theory, including: stage versus open-ended theories; continuity versus discontinuity theories; static versus dynamic theories; idiographic versus nomothetic perspectives on personality
- The study of behavioural, cognitive, psychodynamic and humanistic theory
- The consideration of relevant theorists, such as Freud, Erikson, Maslow, Rogers, Beck, Piaget, Buhler, Havighurst, Kohlberg, Gutmann, Lowenthal, Gould, Loevinger and Berne
- The examination of theoretical perspectives of group and individual behaviour, such as human conditioning.
- The exploration of human behavioural concepts, such as personality, perception, learning, intelligence, attitude, motivation, communication and resistance.
- The consideration of behavioural psychology perspectives in terms of the health and social care environment/workplace
- The study of individual and group behaviour within the health and social care organisational environment, including issues of conflict and team dynamics.
- The debating of social psychology issues pertaining to health and social care and working with children and young people.

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
Presentation and paper	7 minute presentation plus 1000 word supporting paper	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP4019	
Module Title	Psychology in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Griggs, R. A. (2014) <u>Psychology: A Concise Introduction</u> , Third Edition, Worth Publishers. Smith, J.R. and Haslam, S.A. (2012) <u>Social Psychology</u> , London: Sage Publications Ltd.	☐
Further	The Psychologist, British Psychological Society Occupational Psychology Work and Stress Personnel Psychology Journal of Managerial Psychology Journal of Personality and Social Psychology	☒

Further	www.bps.org.uk www.simplepsychology.org www.socialpsychology.org www.health-psychology.org.uk www.organisationalpsychology.com	☒
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Module Code	BMHP5016
Title	Principles of Health and Social Care Practice
Date	13/07/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

The aim of this module is to develop understanding of the values, theories and policies underpinning health and social care practice and the mechanisms that exist to promote good practice in relation to health and social care, including working with children and young people.

LEARNING OUTCOMES

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

- Critically examine the theory, implementation and evaluation of legislation, policy and guidelines in health and social care
- Critically examine the theory, implementation and evaluation of partnership working in health and social care

INDICATIVE CONTENT

- Theory, implementation and evaluation of support mechanisms in health and social care
- Health and social care support structures, including: the respect of individuality, rights, choice, privacy, independence, dignity and diversity; partnership working; equal opportunity; confidentiality
- Person-centred approaches and protection from risk of harm, including: assessment of risk to self and others; rights of individuals
- Relevant current policy (guidance), such as: Every Child Matters; Rights to Action; Quality Protects; Children First
- Current legislation, regulations and codes of practice, such as: Care Standards Act 2000; Care Homes Regulations 2001; the Care Homes (Wales) Regulations 2002; Code of Practice for Social Care Workers and Code of Practice for Employers of Social Care Workers; The Code: Standards of conduct, Performance and Ethics for Nurses and Midwives
- Impact of new initiatives, such as changes to practice and developmental requirements
- Explanations for the characteristics and circumstances of individuals, including: theories of human growth and development; managing loss, change and stress; behavioural theory
- Social processes, health inequalities and their impact on services
- Health and social care services in a diverse society
- Inter-professional and partnership working in health and social care and education

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	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5016	
Module Title	Principles of Health and Social Care Practice	
Classification	Reading List entry	Electronic*
Essential	Akhtar, F (2013) <u>Mastering Social Work Values and Ethics (Mastering Social Work Skills)</u> Jessica Kingsley Pub London	☐
Essential	Bartley, M (2016) <u>Health Inequality: An Introduction to Concepts, Theories and Methods 2nd Edition</u> Polity Press; London	☐
Further	www.ccwales.org.uk www.dh.gov.uk/health www.health/online/online.co.uk www.wales.gov.uk www.who.org	☒
Further	Social Work Exeter: Learning Matters Community Care Journal Of social Policy Nursing Times	☒

MODULE CODE: BMHP5004
TITLE: Children, Young People and Families
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to develop examination of social care services for children young people and families in the UK, covering historical and current major debates, perspectives and challenges associated with child care policy, provision and practice.

LEARNING OUTCOMES

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

- Critically examine and offer a critique of policy responses with regard to the multi-disciplinary nature of health services in relation to children and families
- Analyse the historical emergence of concept of childhood including the social construction of the family.

INDICATIVE CONTENT

- Children's rights / parenting, children in families, communities and multicultural society.
- Assessment of children's needs, social and moral development, health, and family relationships.
- Approaches and interventions, partnership with children and young people, communicating with children, play, the Common Assessment Framework
- Describe the main principles that underpin the various models of development. Evaluate their impact upon practice.

LEARNING AND TEACHING STRATEGY

The teaching and learning methods will be varied, to include formal lectures, seminars, case studies, research, discussion and debates. Emphasis will be placed on conceptual, analytical, investigative and presentation skills, which will be developed through discussion, directed reading, library and internet research

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50% Presentation and Supporting Paper (Practical) (1000 words)

Students are to examine and critique one case study in relation to provision and policy for children and family. Students must analyse and give recommendations to improve the multi and inter disciplinary nature of health and social care services. This will be presented and debated through a formal seminar. Equivalent to 2000 words. Your supporting paper must be a minimum of 1000 words.

Assessment Component 2 – 50% Written Assignment (Coursework) (2,500 words)

Students are required to produce a well written and logically structured essay that will have a particular focus on an analysis of the emergence of childhood including the social and historical construction of the family

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP5004	
Module Title	Children, Young People and Families	
Classification	Reading List entry	Electronic*
Essential	Lindon, & Webb, J (2016) <u>Safeguarding and Child Protection 5th Edition: Linking Theory and Practice 5th Edition</u> Hodder Education; London Walton, A and Goddard, G (2013) <u>Supporting Every Child (Working with Children, Young People and Families</u> Learning Matters, London	☐
Further	Gosling, J (2012) <u>Making Partnerships with Service Users and Advocacy Groups Work: How to Grow Genuine and Respectful Relationships in Health and Social Care</u> Jessica Kingsley Pub, London Tilmouth, T. (2012) <u>Diploma in Leadership for Health and Social Care and Children and Young People's Services: Level 5</u> Hodder London	☐

Further	British Journal of Community Care British Journal of Social Work Child Abuse Review Health Care Analysis Journal of Educational Psychology	☒
Further	www.childpolicy.org.uk www.dh.gov.uk/health www.nspcc.org.uk www.savethechildren.org.uk www.nafw.org	☒

MODULE CODE: BMHP5001
TITLE: Complementary Therapies
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this unit is to develop learners' understanding of the role of complementary therapies in health and social care and their effectiveness in maintaining health and wellbeing.

LEARNING OUTCOMES

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

- Critically understand the principles behind current use of complementary therapies
- Critically understand the role of complementary therapies in relation and comparison to orthodox treatments
- Analyse evidence for the efficacy of complementary therapies in sustaining health and wellbeing
- Evaluate the systems for regulating the use of complementary therapies.

INDICATIVE CONTENT

- Therapies: pharmaceutically mediated e.g. herbalism, homeopathy; physically mediated e.g. osteopathy, chiropractic yoga, Alexander Technique; psychologically mediated e.g. counselling, psychotherapy, hypnotherapy
- Treatments: signs and symptoms; processes; frequency; dosage; equipment; materials; agents
- Advantages and disadvantages: benefits claimed e.g. enhancing health, wellbeing; contraindications, intrinsic harm
- Access to service: physical access, financial, referral systems, cultural factors, private sector, public sector
- Physical and Psychological effects
- Sources of information: therapy practitioners, health professionals, commercial sources, science, systematic research
- Claims: benefits e.g. cure, amelioration, prevention of signs and symptoms, enhancement of wellbeing
- Regulation systems: legislation, code of practice, code of ethics, self-regulation, complementary therapy practitioner representative umbrella organisations
- Effectiveness: minimising risk, benefits, professionalism, developing public understanding,

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies and research may also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50% Micro-teach Session and Supporting Paper (Practical) 1500 words

Students will lead a session on one example of complementary therapies and details the principles behind its current use, how it compares to more traditional treatments, and the conclusive summary of effectiveness of the therapy. The aim is to teach the 'audience' one aspect of the therapy. A supporting 1,500 paper which makes use of relevant theory and academic research shall also be submitted.

Assessment Component 1 – 50% (Written Assignment) 2500 words

Students shall report and evaluate upon the systems currently utilised for regulating the use of complementary therapies. Recommendations for improvement shall be included.

Assessment Summary

Activity type	Percentage
Written	-
Coursework	100%
Presentation	-
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of the policies and theories which sustain the health and care of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP5001	
Module Title	Complementary Therapies	
Classification	Reading List entry	Electronic*
Essential	Professor Edzard Ernst <u>Oxford Handbook of Complementary Medicine</u> Oxford University Press, USA, 2008 Le Quesne S (2005) <u>The Essential Guide to Holistic and Complementary Therapy</u> Cengage Learning Vocational England Tay, S (2013) <u>Complementary Therapies for Older People in Care</u> Singing Dragon, London	☐
Essential	<u>Complementary Therapies in Medicine</u> The Journal of Alternative and Complementary Medicine	☒
Further	http://www.cnhc.org.uk/ http://www.macmillan.org.uk/ www.nhs.uk www.pennybrohncancercare.org www.bhma.org / www.bcma.co.uk info@cnhc.org.uk	☒

MODULE CODE: BMHP5003
TITLE: Introduction to Physiology
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to provide a holistic overview of the structure and functioning of the human body as appropriate for those working in health and social care.

LEARNING OUTCOMES

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

- Examine the structure and functioning of the human body
- Analyse the relationship between body functioning and relevant detailed anatomy and physiology
- Analyse how routine data collected in health and social care informs the planning of care for individuals

INDICATIVE CONTENT

- Main anatomical features: gross features e.g. trunk, limbs, head, abdomen, pelvis; skeleton e.g. names of limb bones, pelvis, regions of vertebral column, bone groups, principles of joints, support, blood cell functions and calcium reservoir of bone
- Body systems: main structures and functions of e.g. cardiovascular, respiratory, digestive, excretory, nervous, endocrine, locomotor, integumentary, sensory, reproductive
- Functioning: to maintain life (respiration, feeding, excretion); for other activities (sensory perception, movement, coordination, reproduction)
- Metabolism: chemical nature of body activity, rate at which energy used; changes in metabolic rate e.g. during exercise, over lifespan
- Everyday activities: breathing, eating, excreting, physical activity
- Detailed anatomy: selected tissues e.g. muscle, bone, epithelia; cellular structures as appropriate e.g. cell membrane, chromosomes
- Detailed functioning: physiology e.g. gaseous exchange in lungs, absorption of nutrients,
- Regulation of internal activities: regulation of e.g. body temperature, heart rate, respiration rate, blood sugar, urine output
- Homeostasis: principle of feedback loops to raise or lower relevant parameters
- Measures: as relevant
- Care: monitoring course of health/disorder/disease, care planning, care routines, Professionals involved, reporting data to professionals, recognising need for emergency responses
- Ethical considerations: when taking measures and using data e.g. individual rights, dignity, policy

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to present (individually and/or in small groups) delivering the findings of research and reflections of agreed cohort interest to the student group,

stimulating discussion and debate and formative feedback. The module will be augmented by lectures, tutorials, reviews, articles, application to case studies, media resources, presentations and seminars and group discussion and debate.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50% (Practical Test)

Undertake a test which will include outline the main anatomical features of the human body and displays an understanding of the relationship between body functioning and relevant anatomy and physiology.

Assessment Component 2 – 50% Written Coursework (Coursework) (2000 words)

Write an assignment which explains routine measures and information gathering related to body functioning in health and social care. Include information which examines how information about body functioning may inform care planning for individuals.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP5003	
Module Title	Introduction to Physiology	
Classification	Reading List entry	Electronic*
Essential	Waugh, A. & Grant, A. (2014) Ross and Wilson <u>Anatomy and Physiology in Health and Illness</u>: (12th Edition) London: Churchill Livingstone Peate, I, and Nair, M. (2011) <u>Fundamentals of Anatomy and Physiology for Student Nurses</u>. Chichester: Wiley Blackwell	☐

Essential	Tucker, L. (2011) <u>An Introductory Guide to Anatomy and Physiology</u> . (5th Edition). London: Ems Publishing	☐
Further	McKinley. M., O'Loughlin. V. & Bidle. T. (2013) <u>Anatomy & Physiology: An Integrative Approach</u> . Maidenhead: McGraw Hill	☐
Further	www.getbodysmart.com www.bbc.co.uk/science/humanbody www.innerbody.com www.visiblebody.com/index.html	☐

Module Code	BMHP5014
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

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

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2*(Tick one)*☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

Module Code	BMHP5015
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.

Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Page Break

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**

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

MODULE CODE: BMHP5005
TITLE: Introduction to Research
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to develop skills of independent enquiry and crucial analysis by undertaking a sustained research project and investigate a topic with relevance to their professional development

LEARNING OUTCOMES

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

- Use academic research and examination of literature to formulate an area of study
- Undertake research project within agreed procedures and specifications while analyzing and justifying methods and choices throughout
- Evaluate and present and evaluate research outcomes

INDICATIVE CONTENT

- Types of research
- Key references: books; journals; internet
- Research project specification: aims and objectives; rationale for their selection; hypothesis or research question; justification (through literature review, skills and knowledge to be gained, resource availability including time); methodology for gathering primary data and data analysis
- Ethical considerations: codes of practice; relating to participants e.g. informed consent, confidentiality of data, right to withdraw; data storage; analysis; audience for reporting of project
- Plan: overall strategy and duration; tasks with target dates; presentation of results; scheduled monitoring process; recording of amendments to plan
- Implementation: according to approved research plan; test for validity e.g. pilot research tools; estimates for reliability
- Data collection: selection of participants; selection of appropriate tools for data collection
- Methodology and methods
- Evaluation of outcomes: judgement of the success or failure of the planned project justified e.g. in relation to research plan, aims and objectives, evidence and findings, sources of error, validity, reliability of data collected; difficulties
- Recommendations: for further development e.g. areas for further research, improvements, changes to practice
- Be able to present the research outcomes
- Format: professional delivery format appropriate to the audience e.g. oral viva presentation, written report; answering questions from audience on research project; use of academic referencing

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and rely heavily on group work to gain the research experience. The teaching and learning methods will be varied, to include formal lectures, seminars, discussion, library and internet research and individual supervision of research project. A project handbook will be provided to guide the student when working independently.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 90% Written Assignment (3500 words)

The student will complete a 3500 word Health or Social Care focused secondary research based project. Following identification and agreement of the topic to be studied a proposal will be formalised. A literature review, justification of research methodology and secondary research will be undertaken. Results will be analysed and recommendations presented.

Assessment Component 2 – 10% Viva Voce (1000 words)

Students will be present and analyse findings, as well as answer questions about their research and recommendations.

Assessment Summary

Activity type	Percentage
Written	-
Coursework	90%
Practical	10%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP5005	
Module Title	Introduction to Research	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H. (2014) <u>Doing a Literature Review in Health and Social Care</u>. Buckingham: OU Press Aveyard, H (2015) <u>A Beginner's Guide To Critical Thinking And Writing In Health And Social Care</u> Open University Press London Bell, J. (2005) <u>Doing your research project – A guide for first time researchers in Health and Social Science</u>. Buckingham: O U Press Bruce, L. (2007) <u>Understanding Research and Evidence Based Practice (Health and Social Care: Knowledge and skills)</u>. London: Reflect Press Saks, M. & Alsop, J. (2012) <u>Researching Health: Qualitative, Quantitative and Mixed Methods</u>. London: Sage Publications	☐
Further	Denscombe, M. (2007) <u>The Good Research Guide</u>. Buckingham: OU Press Ridley, D. (2012) <u>The Literature Review: A Step by Step Guide for Students</u>. London	☐
Further	BMJ online Health Care Analysis Journal of Nursing Research Nursing Ethics Community Care	☒
Further	www.wg.gov.uk www.nice.org.uk www.who.org.uk	☒

Module Code	BMHP5013
Title	Public Health Policy
Date	07/10/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

The aim of this module is to develop a critical understanding of factors influencing public health and the impact upon public health of historical context, the legal framework and political influences.

LEARNING OUTCOMES

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

- Analyse the origins of social policies and the impact of social policies on users of health and social care services;
- Evaluate different approaches and strategies used to measure, monitor and control the incidence of disease in communities; and
- Critically examine recent developments in health and social care policy and their impact on the health and wellbeing of individuals in health or social care settings.

INDICATIVE CONTENT

- Epidemiology of infectious and non-infectious disease: incidence (geographical distribution, incidence rates, trends), vulnerable groups, causes, spread and controls. Target diseases: HIV, Ebola, MMR
- Roles of different agencies: local, national, international agencies e.g. local authorities, health boards, government, EU, WHO, voluntary organisations
- Social policy: definition of; role of; relationship to agencies
- Historical context: World War II and its effects on provision and attitudes to welfare; Post-war 'consensus' and differences; The New Right and Thatcherism; 'New Labour' and social inclusion; devolution; personalised services
- Law making processes and the legislature
- Legislation: developments in; impact on organisational policies and practices; impact of European Legislation
- Relationship between legislation, policy and practice: priorities and approaches; strategies, systems and policies; lifestyle and behaviour;
- Ethics, law and professional codes of conduct within the field of healthcare: confidentiality; accountability; consent; capacity; justice; individual vs. public good

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group presentation	10 minutes per person	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual written report based on presentation	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP5013	
Module Title	Public Health Policy	
Classification	Reading List entry	Electronic*
Essential	Schreider, M.J. (2013) Introduction to Public Health (4th Edition) Burlington MA: Jones and Bartlett Learnin	☐
Essential	Sealey, C (2015) Social Policy Simplified: Connecting Theory and Concepts with People's Lives Palgrave Macmillan London	☐
Further	Farmer, P., Basilio, M. Klienman, A. & Kim, J.Y. (2013) Reimagining Global Health: An Introduction, California: University of California Press	☐
Further	Gallagher, A. & Hodge, S. (2012) Ethics, Law and Professional Issues. Basingstoke: Palgrave Macmillan	☐
Further	Jones, I. & Douglas, J. (Eds) (2012) Public Health: Building Innovative Practice, London: Sage	☐
Further	www.basw.co.uk British Association of Social Workers www.cieh.org.uk Chartered Institute of Public Health www.direct.gov.uk Directgov online www.doh.gov.uk UK Department of Health www.doh.gov.uk/cmo Chief Medical Officer's website www.europa.eu.int European Union website www.fphm.org.uk Faculty of Public Health www.gsc.org.uk General Social Care Council www.hda-online.org.uk Health Development Agency www.hpa.org.uk Health Protection Agency www.opsi.gov.uk Office of Public Sector Information	☒

	www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	
Further	BMJ online British Journal of Psychotherapy and Counselling Journal of Educational Psychology Journal of the Chartered Institute of Environmental Health Journal of Community Nursing Journal of the Royal Institute for the Promotion of Health The New scientist Nursing Ethics	☒

MODULE CODE: BMHP6006
TITLE: Mental Disorders and Psychopathology
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this module is to critically examine the historical and current provision and classifications of mental disorders and mental ill-health

LEARNING OUTCOMES

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

- Evaluate the historical and contemporary support and provision for those living with mental ill health or mental disorders
- To critically examine the classification and diagnosis of mental disorders as specified in the ICD (2010) from the World Health Organisation

INDICATIVE CONTENT

- Mental Health Act (2007), Mental Capacity Act (2005) Human Rights Act, Community Care Act,
- Welsh Government Initiatives, Lasting Power of Attorney etc.
- International Classification of Diseases (2010)
- Historical Perspectives, Eugenics movement, Institutions, Psychiatry, Therapeutic approaches, community care etc.
- Deprivation of liberty, restraint, power and coercion
- Equality, Empowerment, exclusion, integration, inclusion
- The legislative framework including community and carer's legislation and impact upon practice, sustainable social services.
- Subjective Wellbeing in Wales
- Together for Mental Health – A Strategy for Mental Health and Wellbeing in Wales
- Mental Health (Wales) Measure 2010 Policy Implementation Guidance on 'Local Primary
- Mental Health Support Services' and 'Secondary Mental Health Services'
- The Care Bill 2014

LEARNING AND TEACHING STRATEGY

Various teaching and learning methods are used, including project work, experiential workshops, seminars, interactive lectures, role play, videos, computer lab work, as well as tutorial support. An understanding of relevant legislation, theory and research is assessed through coursework, which will include the use of case studies, case reviews, project reports, essays and seminar papers.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

100% coursework

Assessment Component 1 – 50% Debate and Supporting Paper (Practical) (2000 words)

Students will give an overview and evaluation of the historical and contemporary support and provision for those living with mental ill health or mental disorders and discuss the issues in provision, professional support or policy. Include a 2000 word supporting paper.

Assessment Component 1 – 50% Written Assignment (Coursework) (3000 words)

Students will select a specified number of mental or behavioural disorders from chapter five of the ICD (2010) and critically examine the classification, diagnosis, treatment and measurements of rehabilitation. Recommendations for improvement shall be given.

Assessment Summary

Activity type	Percentage
Practical	50%
Coursework	50%
Examination	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP6006	
Module Title	Mental Disorders and Psychopathology	
Classification	Reading List entry	Electronic*
Essential	Jones, R. (2016) Mental Capacity Act Manual Sweet and Maxwell Phillips, P., Sandford, T. & Johnston, C. (2013) Working in Mental Health: Practice and Policy in a Changing Environment . Oxon: Routledge	☐
Further	Brown, K. (2010) Vulnerable Adults and Community Care (Post-Qualifying Social Work Practice) Exeter: Learning Matters Harper, D. & Thompson, A. R. (2012) Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners . Chichester: Wiley Blackman Rogers, A. & Pilgrim, D. (2010) The Sociology of Mental Health and Illness Fourth Edition. Maidenhead: McGraw-Hill	☐

Further	British Journal of Learning Disabilities British Journal of Mental Health Nursing Journal of Learning Disabilities Mental Health Nursing Mental Health Practice Magazine	☒
Further	www.hpa.org.uk Health Protection Agency www.mind.org.uk/ www.nhs.uk Main NHS website www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	☒

MODULE CODE: BMHP6009
TITLE: Living with Care: The Older Person
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this module is to critically evaluate the historical, current and prospective future of health and wellbeing of the older adult.

LEARNING OUTCOMES

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

- Critically evaluate and compare local, national and global provision of services for the older person
- Examine the prospective future of the care of the older person in line with current initiatives and policy

INDICATIVE CONTENT

- The older population
 - Leisure and pleasure
 - Health and wellbeing
 - Standards of care, training and education
 - Research based practice
 - Leadership and change theories
 - Organisational/management structure.
 - Policies and procedures.
 - Communication skills
 - Person-centred care
 - Health behaviour
 - Behaviour that challenges
 - Key policy e.g. The Strategy for Older People in Wales, Together for Health
 - Financing the ageing population
 - Safeguarding, dignity, respect. Compassion
 - Context in which care is delivered
 - Carer support
 - Dementia defined, types, medical model, social model of dementia, dementia care
 - Comorbidities
 - Quality of life
- Progressive illness, palliative and end of life

LEARNING AND TEACHING STRATEGY

The conceptual, theoretical issues considered by this module are suited to delivery by weekly lectures. However, further exploration of the topics addressed by this module will be facilitated through the use of seminar/tutorial sessions. From these sessions students will learn through the use of case studies, group work, discussion and debate and will also be encouraged to consider the topics raised through

presentations to their peers. Lectures will enable students to gain knowledge and understanding of appropriate theory, research, legislation and key medical / caring terminology. The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50% Written Assignment (Coursework) (3000 words)

Students will produce a written assignment which critically evaluates current Welsh and UK based policy and provision for care of the older person by comparing services with at least one global example. Recommendations for improvement must be provided.

Assessment Component 1 – 50% Debate and Supporting Paper (Practical) (2000 words)

Students will present and debate the prospective future of the care of the older person in line with current initiatives and policy. ICT and future of healthcare services must be considered before a conclusion and recommendations are given by the debaters.

Assessment Summary

Activity type	Percentage
Written	50%
Coursework	50%
Examination	-
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of the policies and theories which sustain the health and care of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP6009	
Module Title	Living with Care: The Older Person	
Classification	Reading List entry	Electronic*
Essential	Brooker, D. and Lillyman, S. (2013) Nursing & Health Survival Guide: Dementia Care (Nursing and Health Survival Guides) London: Pearson Fredman, G., Anderson, E., and Stott, J. (2010) Being with Older People: A Systemic Approach (Systemic Thinking and Practice) London: Karnac Books	☐
Essential	Van Soest, A. and Zaidi, A. (2010) Ageing, Health and Pensions in Europe: An Economic and Social Policy Perspective. Basingstoke: Palgrave MacMillan:	☐

	Heathcote, J. (2011) Group and Individual Work with Older People . London: Kingsley	
Further	British Journal of Mental Health Nursing British Journal of Social Work Journal of community Nursing Journal of Psychiatric and Mental Health Nursing Journal of Social Work Mental Health Nursing Mental Health Practice Magazine	☐
Further	www.cieh.org.uk Chartered Institute of Public Health www.doh.gov.uk UK Department of Health www.doh.gov.uk/cmo Chief Medical Officer's website www.europa.eu.int European Union website www.fphm.org.uk Faculty of Public Health www.hda-online.org.uk Health Development Agency www.hpa.org.uk Health Protection Agency www.mind.org.uk/ www.nhs.uk Main NHS website www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	☒

Module Code	BMHP6021
Title	Health, Wellbeing and Sustainable Development
Date	13/07/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

To critically examine theories, policies and developments relating to Health, Wellbeing and Sustainable Development on a local and, national and global level.

LEARNING OUTCOMES

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

- Critically examine the ubiquitous nature of health, wellbeing and sustainable development within present health and care sectors
- Analyse secondary data and provide recommendations for improvement to current Health, Wellbeing and Sustainable Development policies and initiatives on a local, and national level

INDICATIVE CONTENT

- Past and present definitions and concepts of health, wellbeing, and sustainable development within health and social care
- Current policy focus on local level: as relevant e.g. Well Being Future Generations Act
- Impact of relevant initiatives on national and global level: changes to practice, development needs
- Social processes and impacts on concepts of health, wellbeing, and sustainable development
- Attitudes and perceptions of health, wellbeing, and sustainable development within public and media sphere
- Impact of current ideologies upon service users
- Future of health, wellbeing, and sustainable development ideals

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	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6021	
Module Title	Health, Wellbeing and Sustainable Development	
Classification	Reading List entry	Electronic*
Essential	Davies, H. (2016). The Well-being of Future Generations (Wales) Act 2015: Duties or aspirations? Environmental Law Review, 41-56.	☐
Essential	Dolan, P., Layard, R., & Metcalfe, R. (2011). Measuring Subjective Wellbeing for Public Policy: Recommendations on Measures. London: Centre for Economic Performance.	☐
Essential	Bergdolt, K. (2008). <u>Wellbeing: A Cultural History of Healthy Living</u> . Cambridge: Polity Press.	☐
Essential	House of Commons. (2012). Measuring well-being and sustainable development: Sustainable Development Indicators. London: The Stationary Office Limited. Welsh Government. (2016). Well-being of Future Generations (Wales) Act 2016: The Essentials. Retrieved from www.gov.wales: http://thewaleswewant.co.uk/sites/default/files/Guide%20to%20the%20WFGAct.pdf	☐
Further	www.gov.uk www.ONS.co.uk www.un.org/en/	☒
Further	Environmental Impact Assessment Review Journal of Wellbeing Environmental Research and Public Health	☒

Module Code	BMHP6022
Title	Community Care and Development
Date	13/07/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

To develop understanding of how communities can be developed in the health, care and children and young people sector now and in the future.

LEARNING OUTCOMES

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

- Critically examine health, education or wellbeing initiatives that have helped to develop a community
- Investigate and critically evaluate innovative digital technologies that could be used to develop communities now and in the future.

INDICATIVE CONTENT

- Within education, resources, health awareness and health promotion
- Communities: different communities e.g. children and young people, women, elderly, people with disabilities, people from ethnic minorities, travellers, prisoners, hospital patients, care residents, unemployed, homeless, rurally isolated, council estate tenants
- Community development: digital projects and initiatives related to community improvement
- Forming and developing current and future communities using software and ICT
- Empowering communities: identification and agreement of community needs; inclusion; participation; partnership working; interaction with individuals, groups and agencies e.g. government, voluntary, charitable, community forums, tenants associations; development of learning opportunities for individuals and groups; conflict resolution; collective action
- Long- and short-term impact: positive impacts e.g. changing attitudes and perceptions, continuing motivation, improved relationships, empowerment, improved facilities and life chances; negative impacts e.g. marginalisation, dependency, imbalance of power relationships, sustainability problems
- Digital communications and its role in community development
- The power of social media and its influence on the perspectives and behaviour of a community
- Potential barriers: lack of funding; apathy; lack of physical resources; breakdown in communication; different priorities; opposing factions; demotivation
- Raising awareness of issues and events within the community linked to local health and social care needs
- Childhood development in context, including education, culture and politics.
- The child and family rights, including the UN Convention on the Rights of the Child (UNCRC) and legal and ethical perspectives.
- Family and statutory service interfaces including child and adolescent mental health issues.
- Discrimination, prejudice and the importance of non-discriminatory practice.
- Factors which impact on child development and the use of advocacy.

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
Viva Voce	20 minutes	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP6022	
Module Title	Community Care and Development	
Classification	Reading List entry	Electronic*
Essential	Alakeson, V. (2014) <u>Delivering Personal Health Budgets; A Guide to Policy and Practice</u>. Bristol: Policy Press Day, J. (2013) <u>Interprofessional Working: An essential Guide for Health and Social care Professionals (Nursing and Healthcare Practice)</u> Andover: Cengage Learning Lloyd M (2010) <u>A Practical guide to care planning in health and social care</u> Maidenhead:McGraw Hill	☐
Essential	Drennan, V. & Goodman, C. (Eds) (2014) <u>Oxford Handbook of Primary care and Community Nursing</u> (2 nd Edition) Oxford: University Press	☐

	Brown. K, (2010) <u>Vulnerable Adults and Community Care: Post-Qualifying Social Work Practice Series</u> . Exeter: Learning Matters	
Further	Brotherton. G. & Parker, S. (Eds) (2013) <u>Your Foundation in Health and Social care</u> (2nd Edition) London: Sage Tilmouth, T., Davies-Ward, E. & Williams, B. (2011) <u>Foundation Degree in Health and Social Care</u>. Abingdon: Hodder Education Thomas, J., Pollard, K. C., Sellman, D. & Meirs, M. (2014) <u>Understanding Interprofessional Working in Health and Social Care: Professional Perspectives Theory and Practice</u>. Basingstoke: Palgrave Macmillan	☐
Further	Glasby, J. and Dickinson, H. (2014) <u>Partnership Working in Health and Social Care: What is Integrated Care and how can we deliver it?</u> Bristol: Policy Press	☐
Further	www.scie.org.uk www.ccwales.org.uk www.communitycare.org.uk http://gov.wales www.nhs.uk www.nesta.org.uk	☒

Module Code	BMHP6020
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	BMHP6022	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒

Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48, 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒