



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

MODULE DIRECTORY

For new students starting in 2022-23

BSc (Hons) Health and Social Care
Diploma of Higher Education Health and Social Care
Certificate of Higher Education Health and Social Care

BSc (Hons) Health and Care Management
Diploma of Higher Education Health and Care Management
Certificate of Higher Education Health and Care Management

BSc (Hons) Health and Care of Children and Young People
Diploma of Higher Education Health and Care of Children and Young People
Certificate of Higher Education Health and Care of Children and Young People

For returning students enrolled prior to 2022-23 ('teach-out' programmes)

HND Health and Social Care
BSc (Hons) Health and Social Care

HND Health Management
BSc (Hons) Health Management

DHE Health and Care for Children and Young People
BSc (Hons) Health and Care for Children and Young People

LEVEL 4-6

ACADEMIC DISCIPLINE: Digital Health and Care

INSTITUTE OF MANAGEMENT AND HEALTH

2022-2023

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INTRODUCTION

This Module Directory includes all the modules for Level 4-6 within UG Health and Care portfolio within the Institute of Management and Health in the academic year 2022-2023.

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

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

MODULES

LEVEL 4

(New programme)

Module Code	BMHP4020
Title	Children and Young People's Development and Wellbeing
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To understand the theories relating to the development and wellbeing of children and young people, and to apply theoretical knowledge of development and wellbeing to enhance work with children and young people.

LEARNING OUTCOMES

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

- Develop observation skills in relation to assessing the health and / or wellbeing of children and young people
- Understand the importance of the theoretical knowledge of child development and wellbeing to enhance work with children and young people.

INDICATIVE CONTENT

- The skills in observing and assessing children and young people's development and well-being.
- Evaluate the advantages and disadvantages of a range of methods of observation and assessment.
- The importance of effective observation.
- The importance of ethics in observations to ensure consent and to maintain confidentiality and anonymity.
- How children and young people develop and maintain wellbeing
- The key principles of the work of a broad range of influential theorists.
- Influences on development and wellbeing including language and culture.
- The differences between growth, development, and maturation.
- The role of adults (including parents/carers) in supporting the development and wellbeing of children and young people through a range of appropriate activities and experiences.

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
Practical Observation	Two observations minimum	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	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMHP4020	
Module Title	Children and Young People's Development and Wellbeing	
Classification	Reading List entry	Electronic*
Essential	Aynsley-Green, A. (2019) <i>The British Betrayal of Childhood</i> . Oxon: Routledge	☒
Essential	Meadows, M. (2018) <i>Understanding Child Development: Psychological Perspectives and Applications</i> . London: Routledge.	☐
Further	Neaum, S. (2019) <i>Child Development for Early Years Students and Practitioners</i> . London: Sage.	☐
Further	Palaiologou, I. (2019) <i>Child Observation: A Guide for Students of Early Childhood</i> . 4 th Edition. London: Sage.	☐
Further	Child Care Health and Development Child Development, Early Years, Education 3-13	☒
Essential	www.education.gov.uk	☒
Essential	www.wales.nhs.uk	☒
Essential	www.who.int	☒
Essential	www.gov.uk	☒
Essential	www.cdc.gov	☒

Module Code	BMHP4018
Title	Contemporary Challenges: Making a Difference
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities and society, from a local, national and global perspective.
- To develop creative problem-solvers through the application of knowledge to real-world problems.

LEARNING OUTCOMES

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

- Identify and evaluate historical and contemporary issues and their impact on today's global society.
- Apply appropriate collaborative working practices to manage conflict and support effective decision making.
- Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.

INDICATIVE CONTENT

- Visions of the Future including digital transformation 4.0.
- How history, legislation and policy shape the world we live.
- Contemporary global issues, e.g. responsible stewardship, diversity, inclusion, ethics, culture and intercultural awareness.
- 'Wicked problems': the challenge of difficult or impossible problems where the affecting variables are not known or quantifiable.
- Design Thinking to investigate, define, propose and evaluate problem solutions.
- Recognising and overcoming cognitive bias.
- Decision making frameworks and techniques.
- Recognising individual differences and the role of emotional intelligence in the management of conflict.
- The role of diplomacy, persuasion and negotiation in effective collaboration.
- The significance of interdisciplinary thinking in finding effective solutions to problems.
- The role of ethics in identifying solutions.
- Collective decision-making.
- The power of raising awareness

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
E-Portfolio	Equivalent to 2,000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting material	Each individual in the group to contribute 2 minutes to the presentation and each individual to contribute 1000 words to the supporting materials (max 6 in a group)	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMHP4018	
Module Title	Contemporary Challenges: Making a Difference	
Classification	Reading List entry	Electronic *
Essential	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐
Essential	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐
Essential	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Further	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Cod y Modwl	BMHP4018C
Teitl	Heriau Cyfoes: Gwneud Gwahaniaeth
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu ymwybyddiaeth a gwerthfawrogiad myfyrwyr o heriau cyfoes perthnasol i'r ddisgyblaeth sy'n wynebu unigolion, sefydliadau, cymunedau a'r gymdeithas, o bersbectif lleol, cenedlaethol a byd-eang.
- Datblygu datrysyr problemau creadigol trwy gymhwyso gwybodaeth i broblemau byd go iawn.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Adnabod a gwerthuso materion hanesyddol a chyfoes a'u heffaith ar y gymdeithas fyd-eang heddiw.
- Cymhwyso arferion gweithio cydweithredol priodol i reoli gwrthdaro a chefnogi gwneud penderfyniadau effeithiol.
- Gweithredu technegau Meddylfryd Dylunio i ymchwilio i broblemau er mwyn creu a gwerthuso datrysiadau.

CYNNWYS DANGOSOL

- Gweledigaethau o'r Dyfodol yn cynnwys trawsffurfio digidol 4.0.
- Sut mae hanes, deddfwriaeth a pholisi'n rhoi ffurf i'r byd yr ydym yn byw ynddo.
- Materion byd-eang cyfoes, e.e. stiwardiaeth gyfrifol, amrywiaeth, cynhwysiant, moeseg, diwylliant ac ymwybyddiaeth ryngddiwylliannol.
- 'Problemau dyrys': her problemau anodd neu amhosibl lle nad yw'r newidynnau sy'n cael effaith yn hysbys nac yn fesuradwy.
- Meddylfryd Dylunio i ymchwilio, diffinio, cynnig a gwerthuso datrysiadau i broblemau.
- Adnabod a goresgyn rhagfarn wybyddol.
- Fframweithiau a thechnegau gwneud penderfyniadau.
- Adnabod gwahaniaethau unigol a rôl deallusrwydd emosïynol wrth reoli gwrthdaro.
- Rôl diplomyddiaeth, perswadio a chyd-drafod mewn cydweithio effeithiol.
- Arwyddocâd meddwl rhyngddisgyblaethol wrth ddod o hyd i ddatrysiadau effeithiol i broblemau.
- Rôl moeseg wrth adnabod datrysiadau.
- Gwneud penderfyniadau ar y cyd.
- Pŵer codi ymwybyddiaeth.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cywerth â 2,000 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Cyflwyniad Grŵp gyda deunyddiau ategol	Pob unigolyn yn y grŵp i gyfrannu 2 funud i'r cyflwyniad a phob unigolyn i gyfrannu 1000 o eiriau i'r deunyddiau ategol (uchafswm o 6 mewn grŵp)	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMHP4018C	
Teitl y Modwl	Heriau Cyfoes: Gwneud Gwahaniaeth	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Siebel, T.M. (2019) <i>Digital transformation: survive and thrive in an era of mass extinction</i> . New York: RosettaBooks.	☐
Hanfodol	Stickdorn, M. & Schneider, J. (2011) <i>This is service design thinking: basics, tools, cases</i> . The Netherlands: BIS Publishers	☐
Hanfodol	Echavarria, M., 2015. <i>Enabling Collaboration</i> . New York: LID Editorial.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Fisher, R., Ury, W.L. and Patton, B. (2011) <i>Getting to yes: Negotiating agreement without giving in</i> . 3 rd edn. New York: Penguin.	☐
Pellach	Harari, Y. N. (2018) <i>21 Lessons for the 21st Century</i> . London: Jonathan Cape	☐

Module Code	BMHP4021
Title	Counselling, Communication, and the Therapeutic Relationship
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the student's awareness of practical skills and underpinning knowledge of how counselling and communications skills are used to develop the therapeutic relationship between service user and practitioner

LEARNING OUTCOMES

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

- Identify and demonstrate the basic counselling and communication skills used to develop therapeutic relationships within the health and / or care professions and the theoretical perspectives which underpin them
- Evaluate concepts of self-awareness, self-care and resilience in relation to self

INDICATIVE CONTENT

- Counselling and communication skills, such as those used in person centred care.
- Counselling theory: Person centred, Cognitive Behavioural and Psychodynamic
- Skills and techniques used in counselling and therapeutic relationships: for example, active listening, empathy, compassion, verbal and nonverbal communication
- Concepts of self-care and the influences which may impact on individuals: self-concept, self-esteem, ideal self, prejudice, stereotyping, values and beliefs, stress and resilience.
- Professional boundaries and ethical codes
- Maintaining confidentiality: privacy, confidentiality, and disclosure
- Protection of individuals, rights and responsibilities and safeguarding
- How emerging digital technologies impacts upon the role of practitioner and service user – including data protection and information communication technology.
- The role culture plays as a barrier or facilitator to skills and support

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
Practical Demonstration	10 minutes demonstration / role play / discussion per individual	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Account	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP4021	
Module Title	Counselling, Communication, and the Therapeutic Relationship	
Classification	Reading List entry	Electronic*
Essential	McLeod, J. 2019. Introduction to Counselling and Psychotherapy: theory research and practice. 6 th Edition. Open University Press: McGraw-Hill	☐
Essential	Moss, B. 2017. Communication Skills in Health and Social Care. Sage	☐
Essential	Gilbert, P. 2017. Effective Self-care and Resilience in Clinical Practice: Dealing with Stress, Compassion Fatigue and Burnout. Jessica Kingsley Publishers.	☐
Essential	Stewart, W. & Sutton, J. 2017. Learning to Counsel. 4 th Edition. Robinson.	☒
Further	BMJ online British Journal of Psychotherapy and Counselling Journal of Educational Psychology. Mental Health Nursing Nursing Ethics	☒
Further	www.bacp.org	☒
Further	www.dh.gov.uk	☒
Further	www.healthpsychology.org.uk	☒
Further	www.skillsforhealth.org.uk	☒
Further	www.who.org.uk	☒
Further	www.wales.gov.uk	☒

Module Code	BMHP4022
Title	Equality, Inclusion and Digital Equity
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To describe and assess the current national and international strategies in place for equality, inclusion and digital equity for children and young people

LEARNING OUTCOMES

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

- Describe the strategies currently in place for safeguarding the equal rights and inclusive opportunities for children and young people on either a local, national or international level
- Evaluate the impact of digital equity and literacy upon children and young people

INDICATIVE CONTENT

- The rights of the child and young person within an equality legislative framework.
- Definitions of discrimination, including direct, indirect, labelling, stereotyping and prejudice.
- Causes and effects of discrimination including the theoretical perspectives of Discrimination and prejudice, and supportive frameworks related to social justice
- Defining digital equity, digital literacy and the potential impact upon children and young people.
- Empowering children and young people in the digital world; hard and soft skills: positive and negative outcomes.
- Digital inequalities: socioeconomic status: social: cultural: personal: educational: economical.
- Digital citizenship and resilience: wellbeing: safety: literacy: privacy: security: data protection: personal data rights
- EU and UK law: Wellbeing of Future Generations Wales Act 2015: GDPR: DPA 2018.
- Safeguarding online on a national stage
- Measuring good online safety practice: leadership for online safety: reporting online safety incidents

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	1500 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes per individual	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP4022	
Module Title	Equality, Inclusion and Digital Equity	
Classification	Reading List entry	Electronic*
Further	Sardoc, M (2016) Equality of Opportunity, Cultural Diversity and Claims for Fairness. CEPS Journal, 2016, Vol.6 (2), p.25-42	☒
Further	Journal of Cultural Diversity	☒
Further	Diversity in Health and Social Care Disability and Society	☒
Further	Disability Health Journal	☒
Further	Journal Diversity Management	☒
Further	www.ccwales.org.uk	☒
Further	www.equalities.gov.uk	☒
Further	www.equalityhumanrights.com	☒
Further	www.wales.gov.uk	☒
Further	www.scie.org.uk	☒

Module Code	BMHP4023
Title	Introduction to Public Health and Wellbeing
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To raise student's awareness and appreciation of the role Public Health plays in responding to contemporary issues affecting the health and well-being of communities and populations

LEARNING OUTCOMES

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

- Understand different approaches and strategies used to measure, monitor and control the incidence of disease
- Investigate the impacts of responses by public health organisations on the health and wellbeing of communities and populations

INDICATIVE CONTENT

- Roles of different agencies: local, national, international agencies e.g. local authorities, health boards, government, EU, WHO, voluntary organisations
- Epidemiology: incidence (geographical distribution, incidence rates, trends), vulnerable groups, causes, spread and controls
- Infectious disease: one of: influenza, food/water borne infections, HIV/AIDS, a childhood illness, tuberculosis, MRSA, SARS-CoV2.
- Communicable and non-communicable disease: one of: malignant disease, cardiovascular diseases, obesity, asthma
- Priorities and approaches to health models and prevention (i.e. treatment, safeguarding, palliative care, remedial care)
- Lifestyle choices: diet, exercise, substance use, work culture, relaxation.
- Priorities: e.g. safety and security, mobility, diet, hygiene, intellectual, social, emotional needs
- Strategies, systems and screening: organisation of service provision, quality of provision, choices, complaints policies, partnerships, involvement of friends and family etc.
- Activity to encourage behaviour change: education, physical exercise, games, consultation, exercises (e.g. focus group), input from specialist health promotion
- How emerging digital technologies impacts upon the role of practitioner and service user in public health

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	10 minutes per individual	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	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMHP4023	
Module Title	Introduction to Public Health and Wellbeing	
Classification	Reading List entry	Electronic*
Essential	www.cieh.org.uk Chartered Institute of Public Health	☒
Essential	www.doh.gov.uk UK Department of Health	☒
Essential	www.doh.gov.uk/cmo Chief Medical Officer's website	☒
Essential	www.europa.eu.int European Union website	☒
Essential	www.fphm.org.uk Faculty of Public Health	☒
Essential	www.hda-online.org.uk Health Development Agency	☒
Essential	www.hpa.org.uk Health Protection Agency	☒
Essential	www.nhs.uk Main NHS website	☒
Essential	www.statistics.gov.uk National Statistics Online	☒
Essential	www.who.int World Health Organisation	☒
Essential	Health in Wales Public Health Wales Observatory	☒
Essential	WHO/Europe Public health services	☒
Websites	Public Health England	☒
Websites	Public Health Wales	☒
Websites	Public Health Scotland	☒
Websites	Public Health Agency (Northern Ireland)	☒
Websites	Royal Society of Public Health	☒
Websites	Office for National Statistics	☒

Module Code	BMHP4017
Title	Learning in the Digital Era
Date	25/06/2020
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

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

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility
- Use suitable technology to support and enhance their learning experience within the discipline area

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity and inclusion and, multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility; the role of spirit, mind, emotions and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

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
E-portfolio	Equivalent to 2,000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3 minute video which incorporates supporting materials	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMHP4017	
Module Title	Learning in the Digital Era	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Essential	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☒
Essential	Library Info Skills Sessions	☒
Further	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Further	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Cod y Modwl	BMHP4017C
Teitl	Dysgu yn yr Oes Ddigidol
Dyddiad	25/06/2020
Lefel	4
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu sgiliau'r myfyrwyr ar gyfer astudio annibynnol a dysgu gydol oes, a fydd yn ffurfio'r sylfeini ar gyfer cwblhau eu rhaglen radd yn llwyddiannus a chefnogi cyfleoedd cyflogaeth yn y dyfodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos y sgiliau sylfaenol sydd eu hangen i fod yn ddysgwr annibynnol cydnerth ac iach.
- Ymarfer egwyddorion ystwythder dysgu
- Defnyddio technoleg addas i gefnogi a gwella eu profiad dysgu yn y maes disgyblaeth

CYNNWYS DANGOSOL

- Rheoli amser, darllen, ysgrifennu, cyfeirnod a llên-ladrad, chwilio am ffynonellau gwybodaeth a'u gwerthuso, gweithio ar-lein.
- Meddwl yn feirniadol: materion yn ymwneud â gwybodaeth, cred, ac amheuaeth.
- Ysgrifennu beirniadol: synthesis, aralleirio a chreu dadl wybodus, gan osgoi llên-ladrad.
- Myfyrio a hunanfyfrio.
- Hunaniaeth ac ymdeimlad o le; yn cynnwys gwerthoedd, diwylliant ac ymwybyddiaeth ryngddiwylliannol, treftadaeth, amrywiaeth a chynhwysiant, ac amlieithrwydd.
- Sgiliau ar gyfer amrywiaeth o ddulliau asesu, yn cynnwys blogiau, flogiau, fideo, cyflwyniadau, perfformiadau, poster, arholiadau a gwaith cwrs ysgrifenedig.
- Sgiliau ac agweddau sy'n sail i gydnherthedd, iechyd, llesiant ac ystwythder dysgu; rôl ysbryd, meddwl, emosiynau a'r corff.
- Llythrennedd corfforol: Ystyriaethau ynghylch rôl gweithgarwch corfforol i gefnogi iechyd corfforol, meddyliol, llesiant a chydnerthnedd.
- Llythrennedd digidol: defnyddio technoleg briodol; aros yn ddiogel ar-lein, seiberddiogelwch, hunaniaeth ddigidol.
- Gweithio mewn tîm.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyferwerth â 2,000 o eiriau	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Fideo a Deunyddiau Ategol	Fideo unigol 3 munud sy'n ymgorffori deunyddiau ategol	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMHP4017C	
Teitl y Modwl	Dysgu yn yr Oes Ddigidol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell, S (2019) <i>The Study Skills Handbook</i> . 5th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Pears, R. and Shields, G.J. (2019) <i>Cite Them Right: the essential referencing guide</i> . 11th edn. London: Macmillan International Higher Education.	☐
Hanfodol	Sesiynau Sgiliau Gwybodaeth y Llyfrgell	☒
Pellach	Hopkins, D. and Reid, T., 2018. <i>The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University</i> . London: Sage	☐
Pellach	Osmond, A., 2016. <i>Academic Writing and Grammar for Students</i> 2 nd edn. London: SAGE.	☐

Module Code	BMHP4024
Title	Management, Organisational Behaviour and Digital Change
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To ensure understanding of the drivers, technologies and skills needed to transform services in the public health and care sectors

LEARNING OUTCOMES

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

- Demonstrate an understanding of what drives staff performance, service user experience, and the skills and knowledge required by health and care managers
- Analyse how emergent technologies are being used in the modern workplace, the impact on staff and service users, and potential future implications.

INDICATIVE CONTENT

- Organisational culture and the extent to which it drives staff behaviour and therefore user experience.
- The impact of the Covid pandemic on service delivery, and the legacy it has left behind.
- Specific ways in which technology is being used to change Health and Care practices.
- How technology can help meet the immense challenges that will be faced by the sectors in the future.
- Types of organisation: public, private, not for profit, formal/informal and differences e.g. service based.
- Effective human resource management, its importance, and HRM skills required by managers.
- The distinction between management and leadership.
- Health and safety legislation relating to Health and Care organisations.
- Effective risk management
- Implementing organisational/digital change utilising robust change management
- Concept of issue management alongside risk management

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	3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMHP4024	
Module Title	Management, Organisational Behaviour and Digital Change	
Classification	Reading List entry	Electronic *
Essential	Field, R & Brown, K (2016) <u>Effective Leadership, Management and Supervision in Health and Social Care (Post-Qualifying Social Work Practice Series)</u> Second Edition Learning Matters; London	☐
Further	Klinga, C M, Hansson J, Hasson H, and Andreen-Sachs, M (2015) <i>Collective leadership as a management arrangement of integrated health and social care</i> International Journal of Integrated Care, 01 May 2015, Vol.15(5) [Peer Reviewed Journal]	☐
Essential	www.dti.gov.uk/bestpractice/management.leadership.ht	☒
Essential	www.dh.gov.uk	☒
Essential	www.leadership-he.com	☒
Essential	www.organisationalpsychology.com	☒
Essential	www.wales.gov.uk	☒

Module Code	BMHP4025
Title	Psychology in Health and Social Care
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

To develop understanding of the psychological factors which can influence human behaviour throughout the lifespan and how these can be applied to health and social care settings.

LEARNING OUTCOMES

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

- Understand and analyse ways in which theories of lifespan development can be applied to either health and social care or child care practice
- Examine the social and biological determinants of human behaviour *vis-à-vis* the contexts of either health and social care or whilst 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, moral development and resistance.
- The consideration of behavioural psychology perspectives in terms of the health and social care or children and young people environment/workplace
- The study of individual and group behaviour within the health and social care or children and young people 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	5 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	BMHP4025	
Module Title	Psychology in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Griggs, R. A. (2014) <i>Psychology: A Concise Introduction</i> , Third Edition, Worth Publishers.	☐
Essential	Smith, J.R. and Haslam, S.A. (2012) <i>Social Psychology</i> , London: Sage Publications Ltd.	☐
Essential	Goulet, L.R. and Baltes, P.B. (2013) <i>Lifespan Developmental Psychology: Research and theory</i> . New York: Academic Press	☐
Essential	Barkway, P. (2013) <i>Psychology for Healthcare Professionals</i> . (2nd Edn) Sydney: Elsevier	☐
Further	The Psychologist, British Psychological Society	☒
Further	Occupational Psychology	☒
Further	Work and Stress	☒
Further	Personnel Psychology	☒
Further	Journal of Managerial Psychology	☒
Further	Journal of Personality and Social Psychology	☒
Further	www.bps.org.uk	☒
Further	www.simplepsychology.org	☒
Further	www.socialpsychology.org	☒
Further	www.health-psychology.org.uk	☒
Further	www.organisationalpsychology.com	☒

LEVEL 5

(being taught out)

Module Code	BMHP5015
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
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.

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%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMHP5015	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒

Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	BMHP5015C
Teitl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.
- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwylliannol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwylliannol ac ieithyddol.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMHP5015C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒

Pellach	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias. Rockridge Press</i>	☒
Pellach	<i>Dawson, P. and Andriopoulos, C. (2017) Managing Change, Creativity and Innovation. SAGE Publications Ltd.</i>	☒
Pellach	<i>Clements, P., & Jones, J. (2008). The diversity training handbook a practical guide to understanding & changing attitudes (3rd ed.). London ; Philadelphia: Kogan Page.</i>	☒

Module Code	BMHP5014
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
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%

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMHP5014	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☐
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Cod y Modwl	BMHP5014C
Teitl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu cysyniadau ac arferion creadigrwydd a chreu gwerth i ddatblygu datrysiadau arloesol, uchelgeisiol a blaengar.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos gwybodaeth a dealltwriaeth feirniadol o arloesedd, creadigrwydd a meddylfryd mentrus, gan gydnabod y gwerthoedd a'r cyfraniad mae creadigrwydd yn ei wneud er lles pawb.
- Ffurfio, mynegi a chymhwyso meddwl creadigol o fewn cyd-destun seiliedig ar waith neu academaidd i ddatblygu datrysiadau newydd a/neu greu gwerth.

CYNNWYS DANGOSOL

- Creadigrwydd mewn theori ac ymarfer.
- Creu gwerth mewn theori ac ymarfer.
- Arweinyddiaeth greadigol a moesegol: sgiliau a heriau.
- Ysgogi arloesedd a newid, yr unigolyn intrapreneuraidd ac entrepreneuraidd.
- Meddwl yn feirniadol, cywiro diffygion a datrys problemau, datblygu datrysiadau newydd.
- Casglu gwybodaeth ar gyfer ysbrydoliaeth, creu gweledigaeth a syniadaeth.
- Datblygu'r meddylfryd mentrus a yrrir gan ddata.
- Technolegau cyfoes: realiti rhithwir ac estynedig a deallusrwydd artiffisial i wella creadigrwydd ac arloesedd.
- Ymarferion rheoli amser ar gyfer meddylfryd entrepreneuraidd.
- Bod yn ddyfeisgar, o ran llwyddo i wneud y tro â llai o adnoddau.
- Myfyrio a hunan-fyfyrto.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio o ymarferion gosod ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (Ticiwch un)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMHP5014C	
Teitl y Modwl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth	
Categori	Eitemau'r Rhestr Darllen	Electronig*
Hanfodol	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Hanfodol	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Hanfodol	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Pellach	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒
Pellach	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Pellach	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless</i>	☒

	<i>leadership and passionate people.</i> John Wiley & Sons.	
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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 Learning Matters, London</u>	
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	BMHP5017
Title	Children and Young People's Health, Wellbeing and Resilience
Date	13/07/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

The aim of this module is to gain an understanding of a range of issues that may impact on the health, wellbeing and resilience of children and young people.

LEARNING OUTCOMES

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

- Consider theoretical models of learning, development, or health and wellbeing in terms of their application to the real life contexts of children and young people
- Examine United Kingdom and Welsh Government policy initiatives relative to learning, development or health and wellbeing in terms of their impact on individuals and the wider community

INDICATIVE CONTENT

- Identify and analyse the biopsychosocial and socioeconomic factors that affect the health, well-being and resilience of children and young people
- Demonstrate knowledge of appropriate models of learning, development or health and wellbeing and evaluate their applicability to the real life contexts of children and young people
- Compare and contrast current social policy relative to children and young people's health, wellbeing and resilience at local, national and international levels
- Consider the Well-being of Future Generations (Wales) Act 2015 and its impact on children and young people in Wales
- Examine current international and (devolved) United Kingdom legislation, guidelines, policies and procedures relative to the safeguarding of children and young people, such as: the United Nations Convention on the Rights of the Child; the Children Act 1989; the Children Act 2004; the Children Act 2006; Every Child Matters; the Education Act 2002.
- Demonstrate an understanding of working with children and young people to support their safety and wellbeing
- Demonstrate an understanding of supporting children and young people in terms of developing their self-confidence and self-esteem and of supporting resilience. The latter – given its apparent positive effects on long-term wellbeing – is based on an understanding that more resilient children and young people are better equipped to manage stress and adversity, to cope with change and uncertainty, and to recover faster and more comprehensively from traumatic events or episodes.

- Explore the creation of strategies that help children and young people protect themselves, assess risks, make decisions, become independent.
- Examine issues of empowerment of children and young people *vis-à-vis* positive and informed choices to support wellbeing and safety

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
Event and Write Up	Event and 1500 words supporting paper	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	BMHP5017	
Module Title	Children and Young People's Health, Wellbeing and Resilience	
Classification	Reading List entry	Electronic*
Essential	Larkin, M. (2013) <u>Health and Well-being Across the Life Course</u> , London: Sage	☐
	Rose, J. Gilbert, G. & Richards, V. (2016) <u>Health and Well-being in Early Childhood</u> , London: Sage	

Essential	Burton, M, Pavord, E. and Williams, B. (2014) <u>An Introduction to Child and Adolescent Mental Health</u>, London: Sage Foster, M. (2015) <u>How to Enhance the Mental health and Emotional Wellbeing of Primary Children with SEN</u>, London: LDA	☐
Further	Gerhardt, S. (2014) <u>Why Love Matters: How affection shapes a baby's brain</u> , (2 nd Ed) Hove: Routledge	☐
Further	Padmore, J. (2016) <u>The Mental Health Needs of Children and Young People Guiding you to Key Issues and Practices in CAMHS</u> , Maidenhead: Open University Press	☐
Further	www.mentalhealth.org www.nhs.uk www.wales.gov.uk www.who.int	☒
Further	British Journal of Wellbeing International Journal of Wellbeing Journal of Public Health	☒

MODULE CODE: BMHP5008
TITLE: Health Economics
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to develop the necessary knowledge and critical understanding of the impact of economic theory upon the delivery of health services, and to appreciate the significance of economics on government policies towards health issue

LEARNING OUTCOMES

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

- Critically analyse and evaluate economic theory and its application within Health.
- Demonstrate a critical understanding of the complexities involved in producing an effective and efficient health strategy and/or policy.

INDICATIVE CONTENT

- Theoretical economic concepts associated with health services.
- Concepts associated with the demand and supply of health services.
- Workings of health service markets
- The diversity and impact of health care financing
- The concept of equity within the provision of health care and health services.

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures to deliver knowledge of economic theory and its application to health.

Guided tutorials will use case studies and current health issues allowing students to apply economic theory to justify government policies or debate issues.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Students will submit a 2500 word report, assessing the economic justification for specific health service provision.

Assessment Component 2 – 50% Debate and Supporting Paper (Practical) 1000 words

(Equivalent to 2500 words) will be achieved via an in-class debate. Students will be divided into panels (groups) to argue for or against a given motion. Each student will:

Present their argument as part of the panel,

Submit a fully referenced 1000 word brief on their argument, submit a reflective log of their individual contribution to the overall effectiveness of the group's performance.

Assessment Summary

Activity type	Percentage
Written	-
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 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	BMHP5008	
Module Title	Health Economics	
Classification	Reading List entry	Electronic*

Essential	Guinness, L. & Wiseman, V. (2011) Introduction to Health Economics (Understanding Public Health) , 2 nd Ed. New York. Open University Press, McGraw Hill. Jackson, D. (2012) Healthcare Economics Made Easy . Oxfordshire. Scion Publishing Ltd.	☐
Further	Folland S., Goodman, A. C. & Stano, M. (2012) The Economics of Health and Health Care: International Version , 7 th Ed. London. Pearson. Morris, S., Devlin, N., Parkin, D. & Spencer, A. (2012) Economic Analysis in Health Care . England. John Wiley & Sons Ltd.	☐
Further	European journal of health economics Forum for health economics & policy Health economics, policy and law International journal of health care finance and economics Journal of health economics	☒
Further	www.ohe.org www.healtheconomics.com www.medicine.ox.ac.uk/bandolier/painres/.../what_is_health_econ.pd www.herc.ox.ac.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) <u>Ross and Wilson Anatomy and Physiology in Health and Illness: (12th Edition)</u> 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	
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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: BMHP5007
TITLE: Leading and Managing Health and Social Care Teams
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this unit is to understand and develop the theoretical application of management within Health and Social Care practice

LEARNING OUTCOMES

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

- To critically examine the application of models, styles and techniques and methods of managing in Health and Social Care practice
- To interrogate the legislation governing management practice and understanding of the legal framework that informs the topic

INDICATIVE CONTENT

- Introduction to Management: models of management, operational styles including leadership. Evaluation of leadership styles.
- Managing Staff: Systems of managing staff, systems and processes, culture, appraisal, training and development.
- Decision Making: Role of performance management techniques as a strategic tool for monitoring, review and decision making.
- Environmental: Sustainability - People, Profit, Planet
- Vision and strategic direction: transformational leadership; shared values; empowerment; developing other people; openness; honesty; strategic planning
- Communication: through meetings; supervision and appraisals; open channels of communication; verbal; written; relationship with others
- Working with others
- Evaluation methods: audits; reports; self-assessment of teams; team performance; feedback from individuals, families, other professionals
- Set personal objectives
- Opportunities for development and growth: personal and professional development; Continuing Professional Development; advancement of career; development of roles within the team; growth and expansion of the team
- Advice and support: mentoring; shadowing; supervision and appraisal; personal development plans
- Solution focused approach: effective communication; methods to overcome challenges e.g. communication, participation, involvement, training, extra resources, agreement, reviewing, allocation of responsibilities, revising plans, reassessing priorities; effective use of resources, effective use of time, effective use of personnel

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	40	20%
Independent learning	160	80%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50% Examination (Written Exam)

Students will complete a two hour examination under strict exam conditions. Within the exam models of management and leadership styles will need to be analysed. They will also be asked to explore legal frameworks and give examples of how this has impacted upon policy and practice in the Health and Social Care Arena.

Assessment Component 2 – 50% Self Reflective Presentation and Supporting Paper (Practical) 1500 words

Students will present a self-reflective fifteen minute presentation which discusses their own experiences, theories and recommendations for effective and successful management and leadership strategies and tools within the health or social care sector. A 1,500 word supporting paper which makes use of relevant theory and academic research shall also be submitted.

Assessment Summary

Activity type	Percentage
Written Exam	50%
Coursework	
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 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	BMHP5007
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Module Title	Leading and Managing Health and Social Care Teams	
Classification	Reading List entry	Electronic*
Essential	Sullivan, E.J. & Garland, G. (2013) Practical Leadership and Management in Healthcare: for Nurses and Allied Health Professionals Pearson: London Walton, A. & McKibbin, J. (2012) Leadership and Management in Health and Social Care: Level 5 (Leadership & Management) Pearson: London	☐
Further	Mumford, A. & Gold, J. (2010) Management and Leadership Development. London: CIPD. Norhouse, P.G. (2010) Leadership: Theory and Practice, Fifth Edition. London: Sage Publications. Rees, G. & French, R. (2010) Leading, Managing and Developing People. Third Edition. London: CIPD Robinson, P., Chimay, C., Anumba, J. & Patel, M. (2010) Governance and Knowledge Management for Public-Private Partnerships. Wiley Blackwell. Thompson, N. (2015) People Skills. Fourth Edition. Basingstoke: Palgrave Macmillan.	☐
Further	British Journal of Management Human Resources Management Journal International Journal of Public Management Management Today People Management Journal	☒
Further	www.cipd.co.uk www.open.gov.uk www.dti.gov.uk/bestpractice/management.leadership.ht www.dh.gov.uk www.leadership-he.com	☒

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	☒

LEVEL 6

(being taught out)

MODULE CODE: BMHP6019
TITLE: Children, Young People and the Media
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to explore the impact of digital media and advancing technology, on the development, learning and wellbeing of children and young people.

LEARNING OUTCOMES

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

- Critically analyse the impact that digital and social media have on the lives of children and young people, which may include their development, learning, behaviour and socialisation.
- Critically analyse the implications of digital and social media on children as consumers of and contributors to social media.

INDICATIVE CONTENT

- Current key debates on children, young people and their use of media technologies from a variety of perspectives.
- The expanding range of digital media that impacts on children.
- How and why digital media contribute to both positive and negative learning experiences for children and young people
- Views of childhood which fail to recognise the diversity of the lived experiences of children and young people and their relationships with media technologies.
- Contemporary concerns over inequality, social exclusion and wellbeing of children and young people in using media technologies.
- The meaning and importance of media literacy and whether children need to be taught media literacy
- Arguments for and against censorship and control in the access and use of new digital media.
- How new media such as, Facebook, Twitter, Instagram, Snapchat and YouTube construct images of childhood and their impact on children and young people.
- The rise in influence of social media celebrities
- The role of society in monitoring and controlling the impact of digital technology on children and young people.

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and principles associated with the subject are suited to delivery during weekly lectures. Guest speakers may deliver some lectures. However, for the exploration of these topics and the practical application of research the computer laboratories and tutorial rooms will be used to promote independent study. Seminars and tutorials will be incorporated to support students in their research. Students will draw on child related experience to support discussion of influences and factors which impact on children and young people using media technologies. Library and internet searches will support identification of relevant sources of researched evidence to support analysis of the issues relating to the safety and wellbeing of children and young people using media technologies and importance of media literacy.

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 – Written Assignment (Coursework) 50% 3,000 words

Students will be required to write a research paper on the impact and associated implications of digital media technologies on the learning, development and wellbeing of children and young people within a specified age range, considering the positive and negative aspects, as well as the importance of development of digital media literacy.

Assessment Component 2 – Presentation and Supporting Paper (Practical) 50% 2000 words

Students will be required to deliver a seminar presentation (15-20 minutes) based on their research paper and take part in small group discussions. A structured 2000 supporting paper which includes relevant academic research and information must also be submitted.

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

If yes please provide brief details (no more than 100 words):
 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 students will also develop skills in searching for and using electronic sources to support the development of their research skills, of and off campus. This module will raise the students' awareness of digital media and its increasing importance in society. It will develop the students understanding of the impact of digital media on children and prepare students for working within this environment.

READING LIST

Module Code	BMHP6019	
Module Title	Children, Young People and the Media	
Classification	Reading List entry	Electronic*
Essential	Singer, D. and Singer, J. (2011) <u>The Handbook of Children and the Media</u> , London: Sage	☐
Essential	Strasburger, V. Wilson, B. and Jordan, A. (2014) <u>Children, Adolescents, and the Media</u> , 3rd ed, London: Sage	☐
Further	Potter, J. (2014) <u>Media Literacy</u> 7 th ed, London: Sage	☐
Further	New Directions for Child and Adolescent Development Social Media and Society (sms.sagepub.com) Journal of Children and Media	☒
Further	www.aap.org www.anti-bullyingalliance.org.uk www.aracy.org.au www.bullying.co.uk www.childline.org.uk www.mashable.com www.saferinternet.org.uk www.childrensmediafoundation.org www.childwise.co.uk	☒

MODULE CODE: BMHP6014
TITLE: Coaching, Mentoring and Team Work in Health and Social Care
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this unit is to develop knowledge, understanding and skills to support coaching and mentoring of practitioners in health and social care team settings.

LEARNING OUTCOMES

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

- Critically assess the benefits of coaching and mentoring practitioners in health and social care
- Critically examine coaching and mentoring activities in health and social care
- Evaluate team work strategies for use within health and social care

INDICATIVE CONTENT

- Differences between coaching and mentoring
- Circumstances when coaching would be an appropriate method of supporting learning at work
- Circumstances when mentoring would be an appropriate method of supporting learning at work
- Coaching and mentoring complementing other methods of supporting learning
- Coaching and mentoring at work and the promotion of business objectives of the work setting
- Management implications of supporting coaching and mentoring in the work setting
- Teamwork strategies and goals
- Coaching, teamwork and mentoring and the work place learning culture
- Implementation of coaching, teamwork and mentoring activities
- Reviewing the use of coaching, teamwork and mentoring in health and social care workplace settings
- Benefits of coaching and mentoring on practice and service delivery
- Teamwork within the NHS
- Development of plans to support the future development of coaching and mentoring in the health and social care work setting

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% (Presentation and Supporting Paper) 2000 words

Students will examine, demonstrate and evaluate at least three strategies and theories of teamwork, coaching or mentoring within their own desired career setting (within health and social care). A 2000 word supporting paper which makes use of relevant theory and academic research shall also be submitted.

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

Students will write a 3,000 word document which examines and reports upon the importance of teamwork and mentoring within the health or care sector in Wales. Recommendations to policy, practice and service delivery should 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	BMHP6014	
Module Title	Coaching, Mentoring and Team Work in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Cox E. (2013) <u>Coaching understood: a pragmatic inquiry into the coaching process</u> . London: SAGE.	☐

Essential	Daloz L. A. (2012) <u>Mentor: guiding the journey of adult learners</u> . San Francisco, CA: Jossey-Bass, a Wiley imprint.	☐
Further	Brechin A, Brown H, Eby K, (2000) <u>Critical practice in health and social care</u> London: Sage/Open University Calpin PJ, Langridge E, Morgan, Platts R (2012) <u>Diploma in Leadership for Health and Social Care Level 5</u> Nelson Thornes Ltd:Cheltenham Mumford, A & Gold, J (2010) <u>Management and Leadership Development</u> . London: CIPD Norhouse, P.G (2010) <u>Leadership: Theory and Practice</u> . Fifth Edition. London: Sage Publications.	☐
Further	Egan, Gerard (2014) <u>The skilled helper: a problem-management and opportunity-development approach to helping</u> . Australia: Brooks/Cole Cengage Learning.	☐
Further	Latham, Gary P. (2012) <u>Work motivation: history, theory, research, and practice</u> . London: SAGE.	☐
Further	http://new.coachingnetwork.org.uk/ http://www.skillsyouneed.com	☒

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> (2nd 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: BMHP6018
TITLE: Emerging Issues
DATED: 16/03/2017

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to facilitate an in depth understanding of the factors that may influence public debate of matters relating to health and social care, or the children and young people sector.

LEARNING OUTCOMES

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

- Reflect upon information relating to health delivery that may give rise to issues of concern to the public and critically analyse how these issues are presented in the media
- Evaluate current thinking on the chosen issue and its possible influence on the health and wellbeing of the individual and or society, health delivery, policy and legislation.

INDICATIVE CONTENT

- Information and the media
- Influences on attitudes and behaviour:
 - People, professionals, pressure groups, marketers
 - Legislation, codes of practice, services
 - Shaping public opinion
 - Reliability of sources of information
 - Conflicting views of current issues
 - The impact of the internet on news media
- Outline key issues
- Awareness of the influence of cultural context
- Presentation and emphasis of media and policy makers
- Knowledge of specialist sources of current information
- Understanding of impact on services studied

LEARNING AND TEACHING STRATEGY

The teaching and learning methods will be varied, to include the expertise of external speakers, research, discussion and debates. Emphasis will be placed on analytical investigative and reflective skills. 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	40	20%
Independent learning	160	80%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100% (Professional Portfolio)

This assignment will be achieved via a Professional Portfolio of 5000 word equivalency. Students will work with the module lead to ensure their portfolios contain the correct balance of written work, case studies, research, presented material and case study examination to meet the requirements of level 6 study as set by QAA standards. Students have the autonomy to present their content in the medium they prefer (please see PV4 Appendix for more information on acceptable forms of assessment) and are encouraged to use creativity, ICT, communication and analysis throughout.

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 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	BMHP6018	
Module Title	Emerging Issues	
Classification	Reading List entry	Electronic*

Essential	Hodkinson (2010) Media, Culture and Society: An Introduction London: Sage Zoller, H. and Dutta, M.J. (2008) Emerging Perspectives in Health Communication: Meaning, Culture, and Power (Lea's Communication) Oxon: Routledge	☐
Further	Chadwick, H. & Meslin, E.M. (2011) The SAGE Handbook of Health Care Ethics. London: Sage Gillies, V. (2006) Marginalised Mothers. Abingdon: Routledge Long, T. & Johnson, M. (2006) Research Ethics in the Real World: Issues and solutions for Health and Social Care. Kidlington: Churchill Livingstone.	☐
Further	BMJ Online Community Development Journal Health Education Research Health Promotion International Internet Journal of Health Promotion Journal of Educational Psychology Journal of Health Education Risk Analysis	☒
Further	www.cipd.co.uk www.open.gov.uk www.dti.gov.uk/bestpractice/management.leadership.ht www.dh.gov.uk www.leadership-he.com	☒

MODULE CODE: BMHP6013
TITLE: Facilitating Change and Managing Quality
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this unit is to gain understanding of the factors of change and impact on quality in health and social care services.

LEARNING OUTCOMES

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

- Critically examine and evaluate the factors that drive change in past and present health and social care services
- Evaluate strategies for achieving quality in health and social care services
- Critically evaluate change and quality systems, policies and procedures in health and social care services

INDICATIVE CONTENT

- Political and legal factors driving change within health and social care; Demographic and cultural: Technological
- Impact of recent changes on services, organisations and staff
- Benefits of recent changes: for the government; for workers in services; for those who use services
- Key principles of change management: Kotter's eight steps to successful change; Leavitt's model of change; people's reactions to change; dealing with people's fears and anxieties; understanding people's needs; reducing resistance to change; leading change; creating ownership
- How change is monitored: measuring and monitoring e.g. evaluative research surveys; customer/staff satisfaction; measures of efficiency (cost-benefit, referral rates, case
- Standards: minimum standards; best practice; benchmarks; performance indicators; charters; codes of practice; legislation e.g. local, national, European
- Implementing quality: planning, policies and procedures; target setting; audit; monitoring; review; resources (financial, equipment, personnel, accommodation); communication; information; adapting to change
- Barriers: external (inter-agency interactions, legislation, social policy); internal (risks, resources, organisational structures, interactions between people)
- Evaluating quality: different quality methods and systems

- Health and care organisation: services e.g. an NHS trust, a local authority social care service, a private health or social care service, a not-for-profit health and care service
- Improving quality: methods e.g. customer service, empowering users of services, functional quality, putting people first, valuing front-line staff

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 – 90% (Written Assignment) 5,000 words

Students will select a department, organisation, authority or care provider within health and social care and examine, report upon and evaluate the historical and current changes and quality in service. Relevant theories and academic research should be included to analyse all factors impacting upon both. Recommendations for improvement must be given.

Assessment Component 1 – 10% (Presentation)

Students will present a five to ten minute review of the findings and conclusion from assignment one to a chosen small panel of peers and academics. They will be asked questions about their work and recommendations.

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	BMHP6013	
Module Title	Facilitating Change and Managing Quality	
Classification	Reading List entry	Electronic*
Essential	Gopee, N (2013) <u>Leadership and Management in Healthcare</u> Sage Publications Ltd 2 nd Edition London Northouse, P.G. (2013) <u>Leadership Theory and Practice</u> (6 th Edition) London: Sage	☐
Further	Miller, L. and Cable, C. (Eds) (2011) <u>Professionalization, Leadership and Management in the Early Years</u> , London: Sage. Mullins, L. J. (2010) <u>Management and Organisational Behaviour</u> (9 th Edition), Harlow: Pearson.	☐
Further	British Educational Research Journal Journal of Change Management Journal of Diversity in Health and Social Care Journal of Organisational Change Management The International Journal Social Research and Practice Dementia	☒
Further	www.businessballs.com www.investorsinpeople.co.uk www.peoplemanagement.co.uk www.scie-peoplemanagement.org.uk www.valuebasedmanagement.net	☒

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 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	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	BMHP6020	
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, 8th edition</i> 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. et al. 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	☒

Cod y Modwl	BMHP6020C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

- ☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	BMHP6020C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐

Pellach	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	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

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 Institute 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: 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
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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	☒