

MODULE DIRECTORY

LEVEL 4-5

**Diploma of Higher Education Nursing
Studies and Health**

**Certificate of Higher Education Nursing
Studies and Health**

**Certificate of Higher Education Nursing Studies
and Professional Healthcare**

**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 & 5 within the Nursing Studies 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

Module Code	BMNS4001
Title	Anatomy, Physiology and the Biopsychosocial Model of Health
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To outline the role of the nurse in promoting and protecting health, and preventing commonly encountered ill-health, using knowledge of anatomy and physiology of the body

LEARNING OUTCOMES

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

- Understand and demonstrate how nurses prevent ill-health using anatomical and physiological knowledge about how the human body is organized and functions
- Examine the ways in which health is impacted over the lifespan of the person
- Understand how a biopsychosocial model of health promotion can be utilised effectively by nurses to improve the health of a person.

INDICATIVE CONTENT

- Principles of health promotion, protection and improvement and the prevention of ill-health including behaviour change,
- Lifestyle impacts upon health (including but not limited to smoking, addiction, diet and exercise, sexual behaviours) and making reasonable adjustments to improve
- Factors leading to health inequalities and how prevention and control can impact
- Introduction to health, wellbeing and fitness across the lifespan including development, growth and the ageing process and how this impacts upon health
- Structure and function of the human body, dysfunction, pathophysiology, immunology and microbiology
- Introduction to the principles of infection prevention and control (including but not limited to communicable disease surveillance and antimicrobial stewardship and resistance)
- How wider determinants such as social influence, health literacy, lifestyles and information provision can impact upon choice and health decisions \
- Structure and function of the human body, dysfunction, pathophysiology, immunology and microbiology

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%

NMC Standards and Proficiencies met by this module are:

Platform	Outcome
Promoting health and preventing ill health	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.12
Assessing needs and planning care	3.2, 3.3

This module also maps across to the Professional Attitude and Behaviours (PABA) Competencies as found in *Once for Wales 2020*; and platform 2: Promoting and Preventing Ill Health

ASSESSMENT

Assessment Component 1

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	1 hour	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	1 hour	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4001	
Module Title	Anatomy, Physiology and the Biopsychosocial Model of Health	
Classification	Reading List entry	Electronic*
Essential	Nicholson, P (2014) <i>A Critical Approach to Human Growth and Development</i> , Springer Nature Ltd, London	
Essential	Montague, S., Watson, R, Herbert, R (2005) <i>Physiology for Nursing Practice Paperback</i> , Balliere Tindall, UK	
Essential	Fundamentals of anatomy and physiology for student nurses Wade, D. and Halligan, P. (2017). "The biopsychosocial model of illness: a model whose time has come." <i>Clinical Rehabilitation</i> , Vol.31(8), pp.995-1004 [Peer Reviewed Journal]	☒
Essential	www.nmc-org	☒
Essential	British Journal of Nursing	☒
Essential	Journal of Advanced Nursing	☒
Further	Anatomy and Physiology for Nurses Postgraduate Medical Journal, Vol.31(361), p.585 [Peer Reviewed Journal] BMJ Publishing Group LTD Nov 1955	☒
Further	Smith, R, Fortin, A, Dwamena, F and Frankel, R. (2013) "An evidence-based patient-centered method makes the biopsychosocial model scientific". <i>Patient Education and Counseling</i> , Vol.91(3), pp.265-270 [Peer Reviewed Journal]	☒
Further	Nursing Standard	☒
Further	Nursing Times	☒
Further	Anatomy and Physiology for Nurses Journal of Medicine, Vol.12(10), p.428 BMJ Publishing Group LTD Oct 1914	☒

Module Code	BMNS4002
Title	Communication and Counselling
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To develop the necessary knowledge and understanding of the impact of the different forms of communication and counselling skills and associated ethical frameworks within the nursing sector

LEARNING OUTCOMES

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

- Provide a reflective critique of a counselling simulation, evidencing communication and counselling skills.
- Analyse the various theoretical perspectives used in counselling interactions to support healthcare roles
- Review and evaluate current safeguarding and ethical codes and boundaries related to nursing and Health care organisations, for example: the BACP (British Association of Counsellors and Psychotherapists)

INDICATIVE CONTENT

Communication between people

- Relevant theories: humanistic, cognitive, and psychoanalytical.
- Techniques and purposes: written, listening, verbal, non-verbal, record keeping, giving information, challenging, poor practice, educating, decision making, negotiating, advocacy, counselling, mentoring etc.
- Influences on individuals: self-concept, self-esteem, ideal self, prejudice, stereotyping, values and beliefs, stress.
- Inappropriate interpersonal communication: Barriers to communication, inappropriate language, incongruent messages, misinterpretation, breach of confidentiality, breach of trust, invasion of privacy, power, threat and abuse.
- Supporting specific communication needs: alternative language, language aids, interpretation, environmental conditions, translation, technological aids, and processes for accessing additional support.
- Maintaining confidentiality: privacy, confidentiality, and disclosure, protection of individuals, rights and responsibilities and safeguarding.

Physical, ethical, cultural and legal influences

- Values and culture: beliefs, age, sex, ethnicity, gender, education, social class.
- Legislation and codes of practice: safeguarding, equality, diversity, discrimination, confidentiality and sharing information.
- Organisational systems and policies: information, documents, systems, structures, procedures, practices.

- Good practice: practice and service standards, challenging discrimination, safeguarding and ethics, values, principles of others, dignity and rights, recording, reporting, storage, security, sharing of information.

Information technology

- Standard IT software: word processing, spreadsheets, database, information retrieval, e-mail.
- Benefits: meeting individual needs administration of treatment, efficiency, accuracy, communication, independence.
- Enhances activities of care workers and organisations: meeting needs of staff, business administration, and efficiency, quality of practice and service delivery, meeting requirements of other agencies, accountability and audit.
- Legal considerations: health and safety, data protection, access to records.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	74%
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%

READING LIST

Module Code	BMNS4002	
Module Title	Communication and Counselling	
Classification	Reading List entry	Electronic*
Essential	Counselling Oxford University Press 2010 Concise Medical Dictionary	☒
Essential	Bagshawe, A., & Taylor, A., (2003) " Counselling BMJ". <i>British Medical Journal</i> , Vol.327(7422), p.1038	☒
Essential	Counselling and psychotherapy journal : CPJ. British Association for Counselling and Psychotherapy. Rugby, Warwickshire : British Association for Counselling and Psychotherapy 2001-	☒
Further	McLeod, J (2009) An introduction to counselling 4th ed. Maidenhead : McGraw-Hill/Open University Press 2009	☒
Further	Journals BMJ online British Journal of Psychotherapy and Counselling Journal of Educational Psychology. Mental Health Nursing Nursing Ethics	☒
Further	Websites www.bacp.org www.dh.gov.uk www.healthpsychology.org.uk www.skillsforhealth.org.uk www.who.org.uk www.wales.gov.uk	☒

Module Code	BMNS4003
Title	Communication and Integrated Working
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To develop the range of non-discriminatory communication skills and techniques needed in order to provide proficiencies for practice and working in partnership with people, colleagues, carers and families in the nursing profession

LEARNING OUTCOMES

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

- Understand and apply range of appropriate interpersonal communication principles and skills in order to utilise non-discriminatory, person-centred and sensitive effective care to people with a range of needs
- Examine and demonstrate the knowledge and confidence to contribute effectively and proactively in a multi and/or interdisciplinary team
- Understand and apply principles of partnership, collaboration and interagency working across relevant sectors

INDICATIVE CONTENT

- Relevant communication techniques in nursing (including but not limited to courage, transparency, professional duty of candour)
- Use information and communication technology appropriately and effectively
- Recognising, reporting and challenging any behaviours that could lead to poor care
- Demonstrating the ability to recognise and challenge discriminatory behaviour
- Use of range of effective communications skills and strategies with people with commonly encountered or complex needs (including but not limited to mental, physical, cognitive and behavioural challenges or physical or emotional vulnerability)
- Using communication and sensitivity techniques to identify and support people who are at risk of self harm or suicide ideation
- Equalities Act 2010 and related legislation related to equality in care and protected characteristics
- Provision of non-discriminatory, person-centred and sensitive care at all times which reflects upon, values and makes adjustments for diversity, culture, personal characteristics and preferences
- Facilitation, delivery and/or advocacy of equitable access to healthcare for all people regardless of need or capacity
- Contributing effectively within a multi and / or inter disciplinary team and understanding principles of human and environmental factors, as well as strength-based approaches

- Working in partnership with people, families and carers to monitor, evaluate and reassess effectiveness of care while sharing decision making and readjusting goals
- Working in partnership with people, families and carers to monitor, evaluate and reassess effectiveness of care before, during and after interventions
- Challenge and give constructive feedback for self and colleagues
- Contributing to team reflection activities and promoting improvement while upholding principles of partnership, collaboration and interagency working across relevant sectors
- Utilising communication and strength based approaches to inform and guide people into making informed health decisions using their own strength and expertise

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%

NMC Standards and Proficiencies met by this module are:

Platform	Outcome
Being an accountable professional	1.3, 1.4, 1.11, 1.12, 1.14, 1.15
Promoting health and preventing ill health	2.8, 2.9
Assessing needs and planning care	3.9, 3.10, 3.15
Providing and evaluating care	4.2, 4.3
Leading and managing nursing care and working in teams	5.2, 5.9, 5.10
Coordinating care	7.1, 7.9

This module also maps across to the Professional Attitude and Behaviours (PABA) Competencies as found in *Once for Wales 2020*; and platform 7: Co-ordinating Care and Platform 5; Leading and Managing nursing care and working in teams

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Paper	7 mins for presentation plus 1000 word supporting paper	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4003	
Module Title	Communication and Integrated Working	
Classification	Reading List entry	Electronic*
Essential	Paterson, J and Zderad, L (2008) <i>Humanistic Nursing</i> eBook	☒
Essential	Grant, A & Goodman B (2018) <i>Communication and Interpersonal Skills in Nursing (Transforming Nursing Practice Series)</i> Sage, London	
Essential	Freshwater, D (2003) <i>Counselling Skills for Nurses, Midwives and Health Visitors</i> , Open University Press	
Essential	www.nmc-org	☒
Essential	British Journal of Nursing	☒
Essential	Journal of Advanced Nursing	☒
Further	Hesook, S. and Kollak, I. (2006). <i>Nursing theories conceptual & philosophical foundations</i> . 2nd ed. New York, NY : Springer Pub. Co	☒
Further	McKenna, H. (1997). <i>Nursing theories and models</i> London ; New York : Routledge 1997	☒
Further	Nursing Standard	☒
Further	Nursing Times	☒
Further	Williams, C and Gossett, M (2001) "Nursing communication". <i>Clinical Nursing Research</i> , Vol.10(3), pp.332-340 [Peer Reviewed Journal]	☒

Module Code	BMNS4004
Title	Fundamentals of Care
Date	12/07/2019
Level	4
Credits	40
Pre-Requisites	

AIM(S)

- To understand and act in accordance with the Nursing Code as defined the Nursing and Midwifery Council (NMC) (2019) in order to work with people, families, carers and colleagues to deliver and develop effective nursing strategies to improve quality and safety
- To develop the necessary knowledge and skills required to provide high quality evidence-based, person centred nursing care to support people in living autonomously with commonly encountered physical and health conditions

LEARNING OUTCOMES

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

- Understand and apply legal, regulatory, governance, reporting codes, frameworks and duties in accordance with relevant nursing legislature
- Understand actions needed in order to minimise health risks in line with the need to base all decisions upon people's needs and preferences
- To evaluate and apply health and safety legislation and regulations to maintain safe work and care environments
- To analyse and apply an evidence-based, person centred care approach in order to provide high quality interventions which meet people's needs
- To demonstrate and apply understanding of how to ensure people's needs are met while acting as a role model for others in providing care
- Understand the principles and processes involved in planning, delivering and supporting people and families with a range of care needs while delivering and developing strategies to improve quality and safety

INDICATIVE CONTENT

Accountability in Professionalism

- All relevant legal, regulatory, governance, and reporting policies, ethical frameworks, and duties
- Responsibilities regarding safeguarding and how to raise concerns when people's safety is at risk
- Differences in these duties within devolved areas of the United Kingdom
- Demands of professional practice and impact on self and colleagues
- Ensuring all decisions are based upon people's needs and recognising and assessing where external and personal factors may unduly impact

Planning Care

- Knowledge of human development throughout lifespan
- Fundamentals of person centred care and its application for people
- Accurate nursing assessments and developing care plans with consideration of associated elements (including medication usage, treatments, shared assessment, planning, decision making, goal setting, mental capacity, reasonable adjustments, and working with families and carers)
- Demonstrating and interpreting routine investigations and sharing, escalating findings as appropriate or requesting additional investigations
- Demonstrating when identifying, assessing and prioritising an understanding of co-morbidities, demands of meeting complex nursing and social care needs, palliative care requirements and end of life care

Providing and Evaluating Care

- To demonstrate and apply needs are met and ensuring safety, dignity, privacy, comfort and sleep
- To evidence acting as a role model delivering high quality care for a range of commonly encountered physical needs (including but not limited to nutrition, hydration, bladder and bowel movements, mobility, hygiene, skin integrity, wound care)
- To evidence acting as a role model delivering high quality care for a range of commonly encountered mental needs or deterioration or distress symptoms (including but not limited to anxiety, confusion, pain, discomfort, behavioural, cognitive and learning challenges, self-harm or suicide ideation)
- To demonstrate knowledge, skills and confidence in providing first aid procedures and basic life support
- To understand the principles of safe and effective administration, optimisation and calculation of prescribed medicines and all associated risks

Safety and Quality

- To understand and apply health and safety principles (including but not limited to reporting, risks, hazards, improvements, and reflection) in relation to legislation and regulations
- To demonstrate understanding of how to identify, report and critically reflect upon experiences in order to minimise health risks
- To work with others in order to share feedback, learn from positive and negative outcomes, and understand risk aversion and risk management
- Manage service users' medication therapies safely and effectively within the relevant legal frameworks
- Understand drug calculations demands and demonstrate skills needed to undertake such calculations
- Contemporary health care policy and its impact upon determining public health issues within adult nursing
- Public health frameworks which assess needs and plan care for individuals, communities and populations

Coordinating Care

- Understand and respond to challenges in providing safe, effective and person-centred nursing care for people
- Understand processes and principles involved in supporting people, families and carers with a range of needs
- Understand the processes and principles involved in maintaining optimal independence and minimising unnecessary interventions and disruptions

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	96	24%
Independent learning	304	76%
Placement learning	0	0%
TOTAL	400	100%

NMC Standards and Proficiencies met by this module are:

Platform	Outcome
Being an accountable professional	1.1, 1.2, 1.5, 1.9
Assessing needs and planning care	3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.11, 3.12, 3.13, 3.14,
Providing and evaluating care	4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.16
Improving safety and quality of care	6.1, 6.3, 6.4, 6.6, 6.8, 6.9, 6.10
Coordinating care	7.5, 7.6, 7.8

This module also maps across to the Professional Attitude and Behaviours (PABA) Competencies as found in *Once for Wales 2020*; and platform 1: Being an Accountable Professional; Platform 3: Assessing and planning care and Platform 4; Providing and evaluating care

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio	8000 words (or equivalent)	100%

Assessment Summary

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

READING LIST

Module Code	BMNS4004	
Module Title	Fundamentals of Care	
Classification	Reading List entry	Electronic*
Essential	Glasper, E., McEwing, G., & Richardson, J (2009) <i>Foundation Skills for Caring: Using Student Centred Learning</i> , Basingstoke: Palgrave Macmillan	
Essential	Dougherty, L , Lister, S, West-Oram A (2015) <i>The Royal Marsden Manual of Clinical Nursing Procedures</i> (Royal Marsden Manual Series)	
Essential	Castledine, G (2009) <i>Oxford handbook of adult nursing</i> Oxford : Oxford University Press 2009	☒
Essential	www.nmc-org	☒
Essential	British Journal of Nursing	☒
Essential	Journal of Advanced Nursing	☒
Further	Martin, E., Mcferran, T. (2008). <i>A Dictionary of Nursing</i> Oxford University Press	☒
Further	Auerhahn, C., Mezey, M. (2008) <i>Advanced Practice Nursing: The Encyclopedia of Elder Care</i> . Springer Publishing Company	☒
Further	Nursing Standard	☒
Further	Nursing Times	☒
Further	Fitzpatrick, J., Wallace Kazer, M. (2006) <i>Encyclopedia of nursing research</i> . 2nd ed. New York : Springer Pub.	☒

Module Code	BMNS4005
Title	Introduction to Health Research
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To develop the student's understanding of the stages of the research processes commonly within health and health promotion in order to develop critical analysis and evaluation of research skills

LEARNING OUTCOMES

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

- Define and demonstrate an understanding of the how research is undertaken within health and how this impacts upon health promotion
- Critically analyse and evaluate examples of research found in current health promotion and health prevention research

INDICATIVE CONTENT

This module is designed to develop students' awareness and understanding of:

- The place of research in healthcare
- The research process (including but not limited to data collection methods, data analysis and presentation)
- A range of skills relating to the use of IT and manual strategies for literature searching.
- Key research skills/data collection methods (e.g. primary and secondary sources, interview, questionnaire, observation, questionnaire design. sampling methods will be introduced.
- Roles of different agencies: local, national, international agencies e.g. local authorities, health boards, government, EU, WHO, voluntary organisations
- Epidemiology and research linked to incidence (geographical distribution, incidence rates, trends), vulnerable groups, causes, spread and controls
- Infectious diseases (examples given including influenza, food/water borne infections, HIV/AIDS, a childhood illness, tuberculosis, MRSA) and non-infectious diseases (examples given including malignant disease, cardiovascular diseases, obesity, asthma) and how knowledge is informed by research
- Poor examples of research (including manipulated data i.e. linked to MMR and autism)
- Aspects of the research process and the many elements of good research design. These include generating research questions and hypotheses, reviewing the literature, planning and designing research, data collection, data analysis and presentation and interpretation of the results of research.
- The framework of the research process, various research approaches and methods including, survey, case study, experimental methods, controlled trials and comparisons.

- Critical skills and measuring outcomes and impacts of research

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	74%
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
Presentation and Paper	7 mins for presentation plus 1000 word supporting paper	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4005	
Module Title	Introduction to Health Research	
Classification	Reading List entry	Electronic*
Essential	Public health research (Southampton, England) National Institute for Health Research (Great Britain) Southampton : NIHR Journals Library 2013]-	☒
Essential	Health services research (Online) Health Research and Educational Trust.; AcademyHealth. Oxford, England : Blackwell Pub. 1966	☒
Further	Health research policy and systems. World Health Organization. London : BioMed Central 2003-	☒
Further	Big data opportunities for social behavioral and mental health research Gruebner, Oliver ; Sykora, Martin ; Lowe, Sarah ; Shankardass, Ketan ; Galea, Sandro ; Subramanian, SV Social Science & Medicine, Sep 2017, Vol.189, p.167	☒
Further	Performing accountability in health research: A socio-spatial framework Korporozos-Athanasίου, Aris ; Thompson, Mark ; Fotaki, Marianna Human Relations, September 2018, Vol.71(9), pp.1264-1287	☒
Further	Journals British Medical Journal Health Care Analysis Journal of Nursing Research Nursing Ethics Community Care	☒
Further	Websites www.wg.gov.uk www.nice.org.uk www.who.org.uk www.scie-socialcareonline.org.uk www.socialresearchmethods.net www.ncrm.ac.uk	☒

Module Code	BMNS4006
Title	Introduction to Research and Evidence-based Practice
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To understand and evaluate how evidence-based practice informs nursing and related fields of health research, health promotion and behaviour change to improve health for a range of people across the lifespan

LEARNING OUTCOMES

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

- Understand the knowledge, skills and critical thinking needed in order to make evidence-based decisions
- Demonstrate understanding of evidence-based research processes and how this informs nurse practice
- Describe and analyse the research methods, ethics and governance involved in epidemiological research in health and how this informs global patterns of health and wellbeing

INDICATIVE CONTENT

- The knowledge, skills and critical thinking needed in order to make evidence-based decisions
- Contemporary national, global and environmental developments in health care and evidenced based practice which influences and supports research development
- The stages of the evidence-based research process and the basic principles of how this informs nurse practice
- The research methods, ethics and governance involved in research in health within the sector and the place and role of research in health, social and childcare
- The research processes utilised: data collection methods, data analysis and systematic reviews
- Key research skills/data collection methods (including but not limited to primary and secondary sources, interview, questionnaire, observation, questionnaire design. sampling methods)
- Reading and interpreting research, and widely used methods and techniques
- The framework of the research process, various research approaches and methods including, survey, case study, experimental methods, controlled trials and comparisons.
- Evidence-based practice and how it is governed, utilised and disseminated
- Case study examples of best case examples of evidence-based practice
- Roles of different agencies: local, national, international agencies e.g. local authorities, health boards, government, EU, WHO, voluntary organisations

- Knowledge of demography genomics and how wider determinants of health, illness and wellbeing enable understanding of health and wellbeing outcomes globally
- 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 and the evidence base for immunisations, vaccination and herd community
- Non-infectious disease: one of: malignant disease, cardiovascular diseases, obesity, asthma
- Statistical data: graphical, numerical, tabular; probabilities, incidence rates, trends

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%

NMC Standards and Proficiencies met by this module are:

Platform	Outcome
Being an accountable professional	1.7, 1.8,
Promoting health and preventing ill health	2.2, 2.11
Coordinating care	7.2

This module also maps across to the Professional Attitude and Behaviours (PABA) Competencies as found in *Once for Wales 2020*; and platform 4: Providing and evaluating care and Platform 6; Improving safety and quality care

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Paper	7 mins for presentation plus 1000 word supporting paper	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4006	
Module Title	Introduction to Research and Evidence-based Practice	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H & Sharp, P (2017) A Beginner's Guide to Evidence Based Practice in Health and Social Care, 3rd Edition Paperback, Open University Press, London	☐
Essential	Cormack, D., Gerrish, K., & Lathlean, J., (2015) The Research Process, John Wiley & Sons, West Sussex	☐
Essential	Bruce, L. (2007) <i>Understanding research and evidence-based practice</i> . Exeter, England : Reflect Press	☒
Essential	www.nmc-org	☒
Essential	British Journal of Nursing	☒
Essential	Journal of Advanced Nursing	☒
Further	Mackey, A. and Bassendowski, S. (2017) "The History of Evidence-Based Practice in Nursing Education and Practice". <i>Journal of Professional Nursing</i> . Vol.33(1), pp.51-55 [Peer Reviewed Journal]	☒
Further	Evidence-based practice in nursing: a guide to successful implementation HCPro	☒
Further	Nursing Standard	☒
Further	Nursing Times	☒
Further	Beyea, S and Slattery, M (2006) <i>Evidence-based practice in nursing : a guide to successful implementation</i> : HCPro	☒

Module Code	BMNS4007
Title	Introduction to the Physiology of the Body
Date	17/12/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide the student with an understanding of the basic human anatomy and physiology and lifestyle impacts

LEARNING OUTCOMES

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

- Understand basic principles of at least two body systems
- Evaluate how lifestyle and healthy choices impacts upon body systems

INDICATIVE CONTENT

Body Systems: Basic and Brief Introduction

- Homeostasis and feedback systems; Body cavities; Chemistry of life processes; Organisation of the cell; Introduction to systems.
- Homeostasis of bone; Skull; Vertebral column; Thorax; Pectoral Girdle; Upper limb; Pelvic girdle; Lower limb.
- Tissues: Types of tissues; epithelial, connective, muscular, and nervous tissues; Types of membranes; mucous, serous, and synovial membranes; Tissue repair and ageing.
- Muscular System: Skeletal muscle; Contraction and relaxation; Metabolism; Control of tension; Exercise; Cardiac muscle; Smooth muscle.
- Respiratory System: Structure of the respiratory system; Mechanics of ventilation; Gas exchange; Control of respiration; Effects of exercise. Peak flow measurements.
- Endocrine System: Hormone action; Hypothalamus and pituitary gland; Thyroid; Parathyroid; Pancreas; Adrenals; Ovaries and testes. .
- Cardiovascular System: Structure of the heart; Structure of the vascular system; Conduction system of the heart; The cardiac cycle; Cardiac mechanics; Effects of exercise. Blood pressure measurements and pulse rate
- Blood & Blood Vessels: Formed elements of blood; Plasma; Haemopoiesis; Clotting; Blood groups; Structure of blood vessels; Naming of major blood vessels.
- Urinary System: Organs of the urinary system; Detailed renal anatomy; Renal function
- Lifestyle choices and impacts upon the body systems
- Healthier choices and impacts upon the body systems

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	74%
Placement learning	0%	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Component 2 *(Tick one)*

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4007	
Module Title	Introduction to the Physiology of the Body	
Classification	Reading List entry	Electronic*
Essential	Vander, A., J., Sherman, J., H., Luciano, D., (1994) <i>Human physiology : the mechanisms of body function</i> 6th ed., International Edition. New York; London: McGraw-Hill	☐
Essential	Nemeroff, C., B. (2013) "Psychoneuroimmunoendocrinology: The Biological Basis of Mind-Body Physiology and Pathophysiology". <i>Depression and Anxiety</i> , Vol.30(4), pp.285-7	☒
Further	Tucker, L. (2011) <i>An Introductory Guide to Anatomy and Physiology</i> . 5 th Ed. London: Ems Publishing	☐
Further	Mckinley. M., O'Loughlin. V., and Bidle. T. (2013) <i>Anatomy & Physiology: An Integrative Approach</i> . Maidenhead: McGraw Hill	☐
Further	Websites www.getbodysmart.com www.bbc.co.uk/science/humanbody www.innerbody.com www.visiblebody.com/index.html	☒

Module Code	BMNS4008
Title	Managing Organisations in Nursing
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide the student with an introduction to the theoretical concepts related to organisational behaviour and health and safety responsibilities for professionals within the health and care context.

LEARNING OUTCOMES

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

- Evaluate a contemporary theme in health management and its impact on organisational behaviour.
- Demonstrate an understanding of how health and safety legislation is implemented, monitored, and reviewed.

INDICATIVE CONTENT

- Types of organisation: public, private, not for profit, formal/informal and differences e.g. service based.
- Organisational structure, culture and communication and impact on service delivery
- Factors that drive change in health and social care; including responsiveness to the Agenda for Change and principles of change management
- Organisational effectiveness: different perspectives; outcome based, process based, financial efficiency, customer satisfaction, performance etc.
- The distinction between management and role of leadership: functions of contemporary health management and types of leadership.
- Strategies for building effective teams for working in health and social care, e.g. group dynamics, types of team, influences on effective team working, professional engagement.
- Implementation and issues relating to health and safety legislation and impacts on service users and practitioners in the health and social care workplace. For example, concepts of risk, safety and security; systems, policies and procedures for communicating information.
- The monitoring and review of health and safety in the health and social care workplace. For example, audit of risks; review of practice; learning from experience; external environments and impacts; updating of policies and procedures.

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
Event Risk Assessment	2000 words	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4008	
Module Title	Managing Organisations in Nursing	
Classification	Reading List entry	Electronic*
Essential	Mullins, L. J. (2006) <i>Essentials of organisational behaviour</i> . Harlow : Financial Times Prentice Hall 2006	☒
Essential	<i>Journal of health organisation and management (Online)</i> Bradford, West Yorkshire ; Cambridge, Mass. : Emerald/MCB University Press 2003]	☒
Further	Horne, T., & Wootton, S., (2014) <i>Managing public services - implementing changes : a thoughtful approach to the practice of management</i> . 2 nd Ed. Abingdon, Oxon : Routledge 2014	☒
Further	Canyon, D. V. (2012) <i>Crisis management teams in health organisations</i> . Journal of Business Continuity & Emergency Planning. Henry Stewart Publications LLP, 2012, Vol.5 (4), p.365-373	☒
	Journals Human Resource Management Journal Journal of Managerial Psychology People Management Journal Management Today Public Service Review	☒
	Websites www.dti.gov.uk/bestpractice/management.leadership.ht . www.dh.gov.uk www.leadership-he.com www.organisationalpsychology.com www.wales.gov.uk http://www.publicservice.co.uk/pub_selectissue.asp?publication=Health%20and%20Social%20Care	☒

Module Code	BMNS4009
Title	Personal and Academic Development in Nursing
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide students with the underlying study, research and ICT skills needed to engage successfully within HE and engage as professionals within the health and care employment sector

LEARNING OUTCOMES

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

- Evidence examples of a range of academic and research skills undertaken throughout HE learning
- Demonstrate application and analysis of the professional and academic skills, personal values and commitment to professional practice needed to work in health and/or care

INDICATIVE CONTENT

- Study Skills and the learning process (e.g. definitions, the learning process, conditions for learning, learning styles, memory).
- Academic skills including essay and report writing styles and structures, research skills, referencing (i.e. electronic and manual), marking systems and utilising feedback in order to improve
- Revision and examination techniques (e.g. preparation, organisation, memory aids, managing stress)
- Developing an appropriate writing style (e.g. linking ideas together, using facts, opinions or arguments, analytical thinking, etc.)
- Organising study (e.g. time management, organising space, organising resources)
- Personal Skills, self-critique and improvement (including overcoming obstacles, mindfulness, life planning, goal setting, maximizing individual potential, building confidence and self-esteem, motivating self and others, identifying self-limiting beliefs)
- How own Personal Qualities link in with codes of conduct within industry (i.e. NMC, BACP, CCSIW)
- ICT Skills and e- learning as required to support learning, employment recruitment and interview preparation (e.g. Word, Power point, VLE, e mail, social media e.g. Facebook and the internet).
- Describing key research skills/data collection methods (e.g. primary and secondary sources, interview, questionnaire, observation, focus groups, questionnaire design, sampling methods)
- Employment skills including stress management, 'wheel of life', SMART goals, team work, peer assessment and support, CV building, working in groups

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Panel Interview plus supporting paper	10 minutes per member plus 1000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio	5 elements	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4009	
Module Title	Personal and Academic Development in Nursing	
Classification	Reading List entry	Electronic*
Essential	Burns, T. and Sinfield, S. (2012) <i>Essential Study Skills: The Complete Guide to Success at University</i> . 3rd Ed. London: Sage	☒
Essential	www.nmc-org	☒
Essential	British Journal of Nursing	☒
Essential	Journal of Advanced Nursing	☒
Further	Mullins, L.J. (2013) <i>Management and Organisational Behaviour</i> . 10th Ed., England: Prentice Hall.	☒
Further	www.skills4study.com	☒
Further	Nursing Standard	☒
Further	Nursing Times	☒

Module Code	BMNS4010
Title	Personal and Professional Development for Nurses
Date	12/07/2019
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To develop the personal, resilient and reflective skills well as the academic, digital and data management proficiencies needed to demonstrate and offer high quality person and self-centred care, protection and quality assurance

LEARNING OUTCOMES

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

- Analyse the range of academic and data protection skills needed to ensure effective nursing practice and protection of records and data
- Understand the need for and demonstrate ownership of personal values and qualities, self-reflection, and resilience
- Understand principles of organisational dynamics in order to evaluate impact on self and others

INDICATIVE CONTENT

- Relevant academic skills (including but not limited to numeracy, literacy, digital and technological)
- Academic skills including essay and report writing styles and structures, research skills, referencing (i.e. electronic and manual), marking systems and utilising feedback in order to improve.
- Understand the need for and demonstrate the ability to maintain complete, clear, accurate and timely records in hard and electronic formats
- Effective and responsible use of digital technologies to access, input, share and apply information within data, teams and agencies
- Personal qualities and links to nursing codes of conduct
- Personal care and self-centred approaches
- Techniques linked to self-resilience, and the need to manage and accept uncertainty
- Models of reflection and continuous learning from experience
- Seeking and learning from support and feedback
- Acting as nursing ambassadors and upholding reputational integrity in order promote confidence in nursing
- Understanding the professional level of fitness and wellbeing for self in order to meet people's mental and physical care needs
- Organisational dynamics and impact on self, colleagues and service users
- Effective leadership and impacts upon group and organisational dynamics within team working and decision making
- Utilising other services and professionals: referrals (i.e. to clinical interventions or social prescription services)
- Types of organisation: public, private, not for profit, formal/informal and differences e.g. service based.

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%

NMC Standards and Proficiencies met by this module are:

Platform	Outcome
Being an accountable professional	1.6, 1.10, 1.15, 1.16, 1.17, 1.19
Assessing needs and planning care	3.16
Leading and managing nursing care and working in teams	5.1, 5.11
Improving safety and quality of care	6.11

This module also maps across to the Professional Attitude and Behaviours (PABA) Competencies as found in *Once for Wales 2020*; and platform 1: Being an Accountable Professional; Platform 3; Assessing needs and planning care, and Platform 7: Coordinating care

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Self-reflection on professional competencies	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio	5 elements	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4010	
Module Title	Personal and Professional Development for Nurses	
Classification	Reading List entry	Electronic*
Essential	Bouyd, C (2014) <i>Study Skills for Nurses</i> , Wiley Blackwell, West Sussex	☐
Essential	Richardson, R (2008) <i>Clinical Skills for Student Nurses: Theory, Practice and Reflection</i> , Reflect Press, Devon	☐
Essential	Burns, T. and Sinfield, S. (2012) <i>Essential Study Skills: The Complete Guide to Success at University</i> . (3rd Edition) London: Sage	☐
Essential	www.nmc-org	☒
Essential	British Journal of Nursing	☒
Essential	Journal of Advanced Nursing	☒
Further	Mullins, L.J. (2013) <i>Management and Organisational Behaviour</i> . 10th Ed., England: Prentice Hall.	☐
Further	www.skills4study.com	☒
Further	Nursing Standard	☒
Further	Nursing Times	☒

Module Code	BMNS4012
Title	Industry Engagement and Professionalism
Date	07/08/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide the student with the opportunity to develop and reflect upon skills related to working within health and care

LEARNING OUTCOMES

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

- Evidence the knowledge and skills required to work within health and / or care within a relevant health or care workplace
- Reflect on and evaluate personal and professional development of skills

INDICATIVE CONTENT

- Strategies available for personal and professional development including identifying the strengths and weaknesses of individuals and producing personal development plans
- Models of reflection to practice, such as Gibbs, Schon and Johns
- The importance of knowledge and understanding of the care value base including dignity and respect, confidentiality, safeguarding, equality and communication
- Professional skills development and utilising transferrable skills to enhance performance
- Building evidence to showcase skills and training
- Routes into health and care and working within the sector
- Relevant codes of conduct and legislative restraints
- Learning from feedback and experience
- Mentoring and coaching and learning from others
- Responsibility for own choices and management within the sector
- Self-resilience and self-care as a health and / or care professional
- Welsh Language and culture appreciation

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	15 minutes	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Supporting Paper	7 minutes and 1,000 words	50%

Assessment Summary

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

READING LIST

Module Code	BMNS4012	
Module Title	Industry Engagement and Professionalism	
Classification	Reading List entry	Electronic*
Essential	Clements-Croome, D. (2006) Creating the productive workplace 2nd ed. Abingdon: Taylor & Francis	☒
Essential	Bolton, J.E.J. (2014) <i>Reflective Practice Writing and Professional development</i> . 4 th Ed., London: Sage	☐
Further	Mun, E., & Brinton, M. C., (2015) "Workplace matters". <i>Work & Occupations</i> , Sage Publications Inc. 2015, Vol.42 (3), p.335-370	☒
Further	Jackson, C. and Thurgate, C. (2011) <i>Workplace Learning in Health and Social Care</i> , Maidenhead: Open University	☐
Further	Howatson-Jones, L. (2013) <i>Reflective Practice in Nursing</i> . 2 nd Ed., London: Sage	☐
Further	Harrison, A.,; Wheeler, P., & Whitehead, C. (2004) The distributed workplace: sustainable work environments London : Routledge	☒
Further	Journals Care Management Health and Social Work in the Community Journal of Communication	☒
Further	Websites www.businessballs.com www.ccwales.org.uk www.palgrave.com/skills4stud www.skills4health.co.uk www.scie.org	☒

LEVEL 5

Module Code	BMNS5001
Title	Collaborative Learning in Practice
Date	12/07/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To gain an understanding of how collaborative learning in partnership is utilised within health and care practice to develop own skills in reflective learning and improvement

LEARNING OUTCOMES

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

- Understand critically and evaluate the benefits of learning in collaboration with others when working in health and / or care
- Demonstrate practical examples of learning in collaboration and development as mentor and /or mentee

INDICATIVE CONTENT

- CLiP Model of Nursing: history, context and current uses
- Personal and Vocational Development
- The importance of knowledge and understanding of the care value base including dignity and respect, confidentiality, safeguarding, equality and communication and the policies that support this.
- QAA, NMC and CCW Codes of practice for the assurance of academic quality and standards in higher education, Section : Work-based and placement learning
- Key skills – communication, team work, task management, personal skills – public/voluntary services, operational issues.
- Operational tasks – task management, performance.
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues related to organisation
- Mentoring and Coaching techniques and benenefits
- Creating and providing evidence of own skills and progression
- Models of reflection to practice, such as Gibbs, Schon and Johns

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	100%

Assessment Summary

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

READING LIST

Module Code	BMNS5001	
Module Title	Collaborative Learning in Practice	
Classification	Reading List entry	Electronic *
Essential	Megginson, D, Clutterbuck, D. (2005) <i>Techniques for coaching and mentoring</i> Amsterdam; Boston : Elsevier Butterworth Heinemann	☒
Further	ASET, (2009), <i>Good Practice Guide for Placement and other Work based learning Opportunities in Higher Education</i> . Sheffield: ASET	☒
Further	CCW (2015) Code of Practice for Social Care Workers	☒
Further	NMC (2015) The Code; Professional Standards of Practice and Behaviour for Nurses and Midwives	☒
Further	QAA (2008) Placement Learning Code of Practice. London: QAA	☒
Further	Journals British Journal of Nursing Journal of Advanced Nursing Nursing Standard Nursing Times	☒
Further	Websites www.dh.gov.uk/health www.wales.gov.uk www.nmc.org.uk www.ccwales.org.uk www.prospects.ac.uk www.abm.wales.nhs.uk www.hiw.org.uk www.cssiw.org.uk	☒

Module Code	BMNS5002
Title	Community Care
Date	12/07/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To understand and and evaluate the provision of partnership, multidisciplinary and multi -agency working and empowerment for users of Community Care Services and their careers.

LEARNING OUTCOMES

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

- Identify and evaluate one aspect of care provision available within the community, and the importance of the role of person centred care planning.
- Examine the current agenda of change in the merging of health and social care in Wales, and the impacts and benefits for people, workers, and organisations

INDICATIVE CONTENT

- The critical role of nurses and carers in the delivery of community care services and their support.
- The importance of feedback from service users and carers by the Welsh Government.
- Devolved legislation, policies and strategies specific to Wales and how these differ from approaches in other countries.
- Variety of epistemological models and evidence-based approaches that inform the knowledge base of practice in the areas of disabilities, mental health and older people.
- Challenging stigma and utilizing whole systems approaches, for example in mental health, will be explored.
- Models of disability, including the medical model, the personal tragedy model, the social model and the inclusive model of disabilities.
- Social model of primary care, prudent healthcare and the co-production agenda
- The Wellbeing of Future Generations Act (Wales) (2015) and Social Services Act (2014)

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	4500 words	100%

Assessment Summary

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

READING LIST

Module Code	BMNS5002	
Module Title	Community Care	
Classification	Reading List entry	Electronic*
Essential	Community care (Haywards Heath, England) Haywards Heath : Reed Business Pub. 1974	☒
Essential	Balloch, S., Hill, M. J., (2007) Care, community and citizenship : research and practice in a changing policy context . Bristol : Policy Press	☒
Further	Brotherton. G. & Parker, S. (Eds) (2013) <i>Your Foundation in Health and Social care</i> . 2 nd Ed., London: Sage	☐
Further	Drennan, V (editor).; Goodman C (editor). (2014) Oxford handbook of primary care and community nursing 2nd Ed. New York, New York : Oxford University Press 2014	☒
Further	Rämgård, ; Forsgren, A; & Avery, H ; (2017) PHR in health and social care for older people – regional development through learning within and across organisations . <i>Educational Action Research</i> . Taylor & Francis Ltd., , 2017, Vol.25 (4), p.506-525	☒
Further	Journals Journal of Community Care Health and Social Care in the Community British Journal of Nursing Journal of Advanced Nursing Nursing Standard Nursing Times	☒
Further	Websites www.scie.org.uk www.ccwales.org.uk www.communitycare.org.uk http://gov.wales www.nhs.uk www.nesta.org.uk www.nmc-uk.org	☒

Module Code	BMNS5003
Title	Living Well: The Older Person in Context
Date	12/07/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To explore a range of approaches and interventions which promote and support the conditions and treatments commonly encountered by the older person as well as wider health and wellbeing determinants

LEARNING OUTCOMES

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

- Evaluate a range of approaches and interventions which promote and support the health and wellbeing of the older person
- Examine the conditions and treatments commonly encountered by the older person and the effectiveness and benefits of current responses within Wales and the UK
- Propose recommendations for improvement in practice for current health and / or care professionals

INDICATIVE CONTENT

- A range of biopsychosocial impacts upon living as an older person in Wales and UK
- Commonly encountered conditions, ailments, treatments, responses, stigmas and health attitudes commonly encountered by older persons in Wales and the UK
- Examination of mental ill health within the older person demographic
- Strategies which enable individuals with different types of dementia to compensate for the difficulties caused by symptoms of dementia.
- The role of agencies including multi and inter-professional working in the provision of dementia services to individuals and families/carers.
- The range of approaches and interventions including prudent healthcare in line with the co-production agenda that promote wellbeing and safeguarding in people with dementia and their families/carers.
- The legislative and policy contexts which shape the provision of services and safeguarding for individuals with dementia and their families/carers.
- Innovative techniques and perspectives in the care of the older person
- Living and dying well: an introduction
- Global case study examples of communities with positive responses to living and dying well

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
Group debate	1 hour	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual Written Assignment	2000 words	50%

Assessment Summary

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

READING LIST

Module Code	BMNS5003	
Module Title	Living Well: The Older Person in Context	
Classification	Reading List entry	Electronic*
Essential	Working with older people (Brighton, England : Online) Brighton : Pavilion 1996	☒
Essential	Jones, K. (2014) Best practice with older people : social work stories , Basingstoke : Palgrave Macmillan 2013	☒
Further	Davies, S., Gordon G., & Nolan, M., (2001) Working with older people and their families . Maidenhead : Open University Press 2001	☒
Further	Lee, H and Adams, T. (Eds) (2011) <i>Creative Approaches in Dementia Care</i> . Basingstoke: Palgrave Macmillan	☐
Further	Benny, K. (2012) " The Science and Art of Pain Management in Older Persons: Case Study and Discussion ." <i>Pain Medicine</i> , 2012, Vol.13p.S72	☒
Further	Journals Ageing and Mental Health British Journal of Psychiatry British Medical Journal Dementia Journal of Advanced Nursing Journal of Mental Health	☒
Further	Websites www.ageuk.org.uk www.ageuk.org.uk/cymru www.alz.co.uk www.alzheimers.org.uk https://gov.uk www.legislation.gov.uk www.nhs.uk www.nice.org.uk www.rcn.org.uk www.scie.org.uk www.youngdementiauk.org	☒

Module Code	BMNS5004
Title	Physiology of the Body including Nutrition
Date	12/07/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To examine and analyse the role nutrition plays in health and wellbeing as well as explore body systems and functions

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the well-established mechanisms underlying three body systems
- Analyse how normal and abnormal physiology is examined in relation to nutrition in order to improve the health and wellbeing of the body

INDICATIVE CONTENT

- Introduction to health and fitness including development, growth and the ageing process
- normal function of cells, tissues, organs, and organ systems of the human body, commensurate with the requirements of those working with patients or service users, becoming knowledgeable doers.
- Metabolic System: Principles of metabolic processes and the transfer of substances across cell membranes
- Release and storage of energy
- Growth and development
- Blood and Blood vessels: Understanding of blood cells, vessels, structures and functions including the cardiovascular and respiratory systems
- Muscular System: Muscle cells, muscular-skeletal system and co-ordination
- Introduction to the parts of the alimentary canal and its functions including excretory processes and interrelationships
- Nutrition and Health including food hygiene rating scheme
- Welsh Government strategies linked to nutrition
- Lifestyle/environmental factors

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
Exam	2 hours	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

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

READING LIST

Module Code	BMNS5004	
Module Title	Physiology of the Body including Nutrition	
Classification	Reading List entry	Electronic*
Essential	Kay, I. (2008) <i>Physiology</i> <i>Journal of Biological Education</i> , 2008, Vol.42(4), p.182	☒
Essential	Health promotion international (Online) Oxford, U.K. : Oxford University Press 1990	☒
Essential	Waugh, A. & Grant, A. (2010) Ross and Wilson Anatomy and Physiology in Health and Illness: With access to Ross & Wilson website for electronic ancillaries and eBook, 11e London: Churchill, Livingstone	☒
Further	Aining, J (2006) Anatomy <i>Annals of the Royal College of Surgeons of England</i> , Sep 2006, Vol.88(5), pp.506-507	☒
Further	Peate , I. & Nair , M. (2012) <i>Fundamentals of Anatomy and Physiology for Student Nurses</i> London: Blackwell	☐
Further	Journals An International <i>Journal of Nutritional Science</i> <i>British Journal of Nutrition</i> <i>Complete Nutrition</i> Head Start in Biology <i>Journal of Applied Physiology</i> <i>Journal of Exercise Physiology</i> <i>Radiographic Anatomy of the Skeleton</i> <i>Pub Med</i> <i>The Journal of Physiology</i> <i>BMJ</i> Department of Health Publication	☒
Further	Websites www.food.policy@wales.qsi.gov.uk www.bbc.co.uk/science/humanbody www.bioresearch.ac.uk www.physoc.org www.welshgovernment.gov.uk	☒

Module Code	BMNS5005
Title	Psychopathology and Therapeutic Responses in Health
Date	12/07/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To examine the context of current research and perspectives in psychopathology in order to explore and evaluate current mental ill health support

LEARNING OUTCOMES

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

- Analyse the historical background and current contexts of the field of psychopathology
- Explore and critically evaluate current systems of therapy and mental ill health support within contemporary health systems and give own recommendations for improvement

INDICATIVE CONTENT

- Good practice: practice and service standards, ethics, values, principles of others, dignity and rights, recording, reporting, storage, security, sharing of information in current healthcare models.
- Integrative Model and Development of therapy: integrated model of therapy, development of analysis and evaluation of approach and use of techniques
- Historical background of psychopathology
- Scientific bases for mental ill health study and research
- Extremities in the study of mental ill health and 'abnormal' and criminal behaviour
- Legal considerations: health and safety, data protection, access to records, discrimination social policy and protection, organisational practice (i.e. NHS, BACP, BABCP, NMC)
- Stigma and prevalent attitudes toward mental ill health
- Case study examples of responses to behaviours
- Examination of the ICD-11 within the World Health Organisation and categorisation of conditions
- Professional support and self resilience
- Responses to mental ill health within the NHS and related organisations
- Treatments, medicines and therapies including approaches to therapy (i.e. cognitive, behavioural, humanistic, psychodynamic)
- Invasive and non-invasive treatments and impacts

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
Case Study	4000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMNS5005	
Module Title	Psychopathology and Therapeutic Responses in Health	
Classification	Reading List entry	Electronic*
Essential	Jones Nielsen, J D. ; Nicholas, H ; (2016) " Counselling psychology in the United Kingdom. ". <i>Counselling Psychology Quarterly</i> , Taylor & Francis Ltd., 2016, Vol.29 (2), p.206-216	☒
Essential	Davidson, Laurie., (2000) " Meeting the challenges of the new NHS for counselling in primary care: a service manager perspective ". <i>British Journal of Guidance & Counselling</i> , Taylor & Francis Ltd., 2000, Vol.28 (2), p.191-202	☒
Further	Counselling psychology quarterly (Online) Taylor & Francis, issuing body. Abingdon, Oxfordshire : Carfax International Publishers 1988	☒
Further	Foster, Joan., (2000) " Counselling in primary care and the new NHS ". <i>British Journal of Guidance & Counselling</i> , Taylor & Francis Ltd., 2000, Vol.28 (2), p.175-191	☒
Further	Journals BMJ online British Journal of Psychotherapy and Counselling Journal of Educational Psychology. Mental Health Nursing Nursing Ethics	☒
Further	Websites www.bacp.org www.dh.gov.uk www.healthpsychology.org.uk www.skillsforhealth.org.uk www.who.org.uk www.wales.gov.uk	☒

Module Code	BMNS5006
Title	Public Health Promotion
Date	12/07/2019
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To investigate biopsychosocial factors influencing the health and wellbeing of individuals in order to evaluate the approaches taken to minimise health risks and maximise health behaviours and choices

LEARNING OUTCOMES

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

- Analyse the use of research activity in the approaches and strategies used to measure, monitor and control the incidence of disease in communities
- Examine the wider biopsychosocial impacts upon illness, health and wellbeing in communities and health responses
- Evaluate the role of Public Health Wales within contemporary health concerns.

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
- Approaches and strategies: surveillance, screening, immunisation, education, legislation, social welfare, environmental control
- Priorities and approaches: prevention, 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 policies: 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 specialists etc
- Biopsychosocial model of health and illness
 - Role of Public Health Wales and current effectiveness of campaigns and research focuses

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	74%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Supporting Paper	10 minutes plus 1000 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	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	BMNS5006	
Module Title	Public Health Promotion	
Classification	Reading List entry	Electronic*
Essential	Public health (London, England : Online) New York : Elsevier 1888	☒
Essential	Buchanan, D., (2016) " Best Practices in Integrating Theory and Practice in Graduate Education in Public Health Promotion ". <i>International Quarterly of Community Health Education</i> , April 2016, Vol.36(3), pp.151-155	☒
Essential	Perspectives in public health. Royal Society for Public Health, issuing body. London : Sage 2009]-	☒
Further	Earle, S., (2007) Theory & research in promoting public health London : SAGE 2007	☐
Further	Public Health Round-up Anonymous; Bulletin of the World Health Organization, 2018, Vol.96(11), p.732-733	☒
Further	Journals Journal of the Chartered Institute of Environmental Health Journal of the Royal Institute for the Promotion of Health The New Scientist Journal of Community Nursing	☒
Further	Websites www.cieh.org.uk www.doh.gov.uk www.doh.gov.uk/ www.europa.eu.int www.fphm.org.uk www.hda-online.org.uk www.hpa.org.uk www.statistics.gov.uk www.who.int www.nice.org.uk www.oecd.org www.publicheathwales	☒