



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

MODULE DIRECTORY

**ACADEMIC DISCIPLINE:
IMH, SWANSEA CAMPUS**

Undergraduate HEALTH PORTFOLIO

LEVELS 4, 5 and 6

**INSTITUTE OF MANAGEMENT AND
HEALTH**

2019-2020

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INTRODUCTION

This Module Directory includes all the modules for Levels 4,5 and 6 within the Undergraduate Health Portfolio in the academic year 2019-2020.

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 Director (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: BMHP4001
TITLE: Counselling Skills and Communication
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to the necessary knowledge and critical understanding of the impact of the different forms of counselling skills, communication and Information Communication Technology within health and social care and its importance for effective service delivery

LEARNING OUTCOMES

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

- Explore how communication skills are used in health and social care and the various factors influencing these processes
- Understand how theoretical perspectives apply to counselling work in health and social care and be able to demonstrate appropriate skills in a counselling interaction
- Understand how boundaries and ethical codes are applied in counselling work in health and social care

INDICATIVE CONTENT

- 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.
- Maintaining confidentiality: privacy, confidentiality, and disclosure, protection of individuals, rights and responsibilities and safeguarding.
- 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.

- Counselling relationship: boundaries e.g. political, social, organisational; context of work; policies and procedures; professional counselling contract
- Ethical guidelines: British Association for Counselling and Psychotherapy (BACP) Code of Ethics; other emerging guidelines as appropriate; other professional codes e.g. Nursing and Midwifery Council
- Legal factors: legislation relating to data protection, anti-discriminatory practice, protection of vulnerable people; professional liability, indemnity
- Role of supervision: nature of counselling supervision, different models of supervision, importance for ethical practice

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% Demonstration of Skills and Write Up (Practical and Written) (1000 words)

Counselling Skills and Communication will be evaluated via a practical demonstration which is analysed by students within triad groups or via video critique. A 1,000 word write up which evaluates skills shall be submitted which includes relevant theory and at least three recommendations for the counsellor's improvement.

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

This will be achieved by completing a written assignment. The impact of Counselling Skills and Communication will be analysed. Theoretical perspectives, legislation and ethical considerations within the health and social care arena will also be included.

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	BMHP4001	
Module Title	Counselling Skills and Communication	
Classification	Reading List entry	Electronic*
Essential	Midwinter, R and Dickson, J (2015) <u>Embedding counselling and communication skills : a relational skills model</u> London : Routledge	☐
Essential	Thompson, N (2011) <u>Effective Communication: A Guide for the People Professions.</u> Basingstoke: Palgrave Macmillan.	☐
Essential	Hough, M. (2014) <u>Counselling Skills and Theory</u> (4 th Edition) London: Hodder Education	☐
Essential	Bond, T and Mitchels, B (2015) <u>Confidentiality & record keeping in counselling and psychotherapy</u> London : SAGE	☒
Essential	Pilgrim, D., Tomasini, F. & Vassilev, I. (2011) <u>Examining Trust in Healthcare; A Multidisciplinary Perspective.</u> Basingstoke; Palgrave Macmillan.	☐
Further	McLeod, J. and McLeod. (2011) <u>Counselling Skills: A practical Guide for Counsellors and helping professionals</u> (2 nd edition) Maidenhead; Open University Press	☐
Further	Tolan, J. (2012) <u>Skills in Person centred Counselling and Psychotherapy</u> (2 nd Edition), London: Sage	☐
Further	BMJ online British Journal of Psychotherapy and Counselling Journal of Educational Psychology. Mental Health Nursing Nursing Ethics	☒
Further	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: BMHP4012
TITLE: Equality Diversity and Inclusion
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L400

AIM(S):

The aim of this module is to enable the student to examine and critically evaluate the legal framework for equality of opportunity and the rights of children and young people.

Learning outcomes:

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

- Describe the legal framework that is relevant to work with children and young people in relation to equality of opportunity.
- Identify and evaluate how positive anti-discriminatory and inclusive practice is implemented within own workplace.

Indicative content:

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

- 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 and the theoretical perspectives of Discrimination and prejudice.
- Current initiatives and strategies relating to diversity, equality of opportunity and inclusive practice.
- Celebrating diversity within the workplace.
- The development and review of anti-discriminatory policies within the workplace.

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% Written Assignment (Coursework) (2000 words)

Students must write an essay which describes the historical and current legal framework that is relevant to work with children and young people in relation to equality of opportunity. Recommendations for future improvements must be included.

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

Students must deliver a presentation which identifies and evaluates how positive anti-discriminatory and inclusive practice is implemented within their own workplace. A structured 1000 word 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
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	BMHP4012	
Module Title	Equality, Diversity and Inclusion	
Classification	Reading List entry	Electronic*
Essential	Baldock. P. (2012) <u>Understanding Cultural Diversity in Early Years</u> . London: Sage Martin-Denham, S. (2015) <u>Teaching Children & Young People with Special Educational Needs & Disabilities</u> , London: Sage Thompson, N. (2016) <u>Anti-discriminatory practice (6th Ed)</u> , Basingstoke: Palgrave Macmillan	☐
Essential	Hodkinson, A. (2015) <u>Key Issues in Special Educational Needs and Inclusion</u> , London: Sage	☐
Further	Cockburn, P.& Handsco, A. (2011) <u>Teaching Children 3-11 years</u> . (3 rd Edition). London: Sage.	☐
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 Diversity in Health and Social Care Disability and Society Disability Health Journal Journal Diversity Management	☒
Further	www.ccwales.org.uk www.equalities.gov.uk www.equalityhumanrights.com www.wales.gov.uk www.scie.org.uk	☒

MODULE CODE: BMHP4004
TITLE: Introduction to Public Health
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to raise learners' awareness and critical evaluation of factors influencing public health and the different approaches taken to reduce incidence of disease and illness in communities.

LEARNING OUTCOMES

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

- Understand different approaches and strategies used to measure, monitor and control the incidence of disease in communities
- Investigate the implications of illness and disease in communities for the provision of health and social care services
- Understand the factors influencing the health and wellbeing of individuals in health or social care settings.

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
- Non-infectious disease: one of: malignant disease, cardiovascular diseases, obesity, asthma
- 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.
- Relationship: planning, facilities, expertise, partnership working, funding, individual v public good

LEARNING AND TEACHING STRATEGY

The teaching and learning methods will be varied, to include formal lecturers, seminars, case studies, research, use of statistical data, discussion and debates. The expertise of outside speakers will be utilised. Emphasis will be placed on experiential learning with appropriate activities issued to the students

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) (2000 words)

Write an assignment which explains and evaluates the role of different agencies in collecting data in relation to health and disease in communities. Include the epidemiology of one infectious and one non-infectious disease that is widespread in your own country. Analyse the impact of current lifestyle choices on future needs and ensure recommendations for improvement of the provision of health and social care services.

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

Evaluate an activity or event that has been implemented to encourage behaviour change for maximising health for individuals in a health or social care setting within Wales. Evaluate the effectiveness of strategies, systems and policies in place and discuss changes that could be made. A structured 1,000 word 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
I 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 and understanding of public health issues, to enable them to better meet the needs of a growing population of service users, using innovative and creative ideas to ensure sustainable person centred care is delivered. The module will empower students in expressing their views to inform sustainable change initiatives and to develop confidence in leading and supporting effective changes to service delivery through continuous professional development.	

READING LIST

Module Code	BMHP4004	
Module Title	Introduction to Public Health	
Classification	Reading List entry	Electronic*
Essential	Schreider, M.J. (2013) <u>Introduction to Public Health</u> (4 th Edition) Burlington MA: Jones and Bartlett Learnin	☐
Essential	Jones, I. & Douglas, J. (Eds) (2012) <u>Public Health: Building Innovative Practice</u> , London: Sage	☐
Further	Carrerio, I. & Howard, N. (2011) <u>Introduction to Epidemiology</u> (2 nd Edition). Maidenhead: OU	☐
Further	Farmer, P., Basilio, M. Klienman, A. & Kim, J.Y. (2013) <u>Reimagining Global Health: An Introduction</u> , California: University of California Press	☐
Further	Douglas, J., Eagles, S., Handsley, S., Jones, L., Lloyd, C.E. & Spurr, S. (2010) <u>A reader in Promoting Public health: Challenge and Controversy</u> (2 nd Edition), Milton Keynes: Open University	☐
Further	www.cieh.org.uk Chartered Institute of Public Health www.doh.gov.uk UK Department of Health www.doh.gov.uk/cmo Chief Medical Officer's website www.europa.eu.int European Union website www.fphm.org.uk Faculty of Public Health www.hda-online.org.uk Health Development Agency www.hpa.org.uk Health Protection Agency www.nhs.uk Main NHS website www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	☒
Further	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	☒

MODULE CODE: BMHP4010
TITLE: Managing Organisations
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L400

AIMS(S)

The aim of this module is to provide the student with an introduction to the theoretical concepts related to organisational behaviour in the health and social care context. It will also develop learners' understanding about their responsibilities in ensuring the health and safety of service users in health and social care services will be explored. In addition current thinking in leadership and management within the health and social care arena will be an area of prominent debate.

LEARNING OUTCOMES

On 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.

LEARNING AND TEACHING STRATEGY

The teaching and learning methods will be varied, to include formal lecturers, seminars, case studies, research, use of statistical data, discussion and debates. The expertise of outside speakers will be utilised. Emphasis will be placed on experiential learning with appropriate activities issued to the students

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) (2000 words)

Students will examine a contemporary issue or case study and consider the impact/implications on a health and social care sector, department or agency. They will make recommendations for organisational policy response to manage the issue.

Assessment Component 2 – 50% Event Risk Assessment (Practical) (2000 words)

Outcome 2. Students will create, implement and review a risk assessment plan (1000 words minimum) using health and safety legislation and guidelines. This will involve a visit to a real-life organisation.

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
I 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 and understanding of public health issues, to enable them to better meet the needs of a growing population of service users, using innovative and creative ideas to ensure sustainable person centred care is delivered. The module will empower students in expressing their views to inform sustainable change initiatives and to develop confidence in leading and supporting effective changes to service delivery through continuous professional development.	

READING LIST

Module Code	BMHP4010	
Module Title	Managing Organisations	
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 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] Mullins, L.J (2013) <u>Management and Organisational Behaviour</u>, 10th Ed., England: Prentice Hall. Norhouse, P.G (2012) <u>Introduction to Leadership: Concepts and Practice</u>, Second Edition. London: Sage Publications	☐
Further	Calpin PJ, Langridge E, Morgan, Platts R (2012) <u>Diploma in Leadership for Health and Social Care Level 5</u> Nelson Thornes Ltd: Cheltenham Tilmouth T (2012) <u>Diploma in Leadership for Health and Social Care and Children</u>	☐
Further	www.dti.gov.uk/bestpractice/management.leadership.ht www.dh.gov.uk www.leadership-he.com www.organisationalpsychology.com www.wales.gov.uk	☒

MODULE CODE: BMHP4011
TITLE: Personal and Academic Development
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L400

AIM(S)

- To provide students with the underlying study, research and ICT skills needed to engage successfully within HE and the health and care employment sector.
- To encourage learners to develop as health and care practitioners by linking own skill set and personal targets to related area of employment.

LEARNING OUTCOMES

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

- Evidence examples of a range of academic and research skills undertaken throughout HE learning;
- Compile evidence of 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.

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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

100% coursework

Assessment Component 1 – 50% (Panel Interview) (1500 words)

Students will undertake a ten minute individual simulated job interview in front of a chosen panel. They will be required to provide a current CV and assessed on their interview, communication and self-critique skills. They will then submit a 1000 word evaluation of the interview which gives own recommendations for improvement. The interview panel shall be selected from relevant Peer Mentors, Module Leads and Industry Professionals.

Assessment Component 1 – 50% (Professional Portfolio)

Students will compile and submit a Professional Portfolio (either digital or hard copy) which provides examples of a range of skills and activities undertaken throughout the academic year. These shall include examples of referencing, essay and report writing, improvements undertaken after feedback from tutors. Students will also be asked to create an SMART action plan for improvement.

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	BMHP4011	
Module Title	Personal and Academic Development	
Classification	Reading List entry	Electronic*
Essential	Burns, T. and Sinfield, S. (2012) Essential Study Skills: The Complete Guide to Success at University. (3rd Edition) London: Sage Cottrell, S. (2012) Study Skills Handbook, 4th Edition, Palgrave Macmillan: Basingstoke Wilson, J. (2013) Essentials of Business Research: A Guide to Doing Your Research Project, Sage: London	☐
Further	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (Palgrave Study Guides), Palgrave Macmillan: Basingstoke Leigh, J. (2013) <u>How to Write Successful CVs and Job Applications</u>. (2nd Edition) Oxford: Oxford University Press Piscitelli, S.V. (2013) Study Skills: Do I Really Need This Stuff? 2nd Edition, Prentice Hall: Harlow Saunders, M., Lewis, P. and Thornhill, A. (2012) Research Methods for Business Students, 6th Edition, FT/Prentice Hall: Harlow	☐
Further	International Journal of Educational Development International Journal of Training & Development Assessment & Evaluation in Higher Education Computers & Education	☒
Further	www.sagepub.co.uk/burnsandsinfield3e www.palgrave.com/skills4study www.skills4health.co.uk www.skills4study.com/ www.socialresearchmethods.net/kb/contents.php www.palgrave.com/skills4study/	☒

MODULE CODE: BMHP4003
TITLE: Psychology for Health and Social Care
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L510

AIM(S)

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

LEARNING OUTCOMES

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

- Understand theories of lifespan development
- Analyse how psychological theories are applied to health and social care practice
- Examine social and biological determinants of human behaviour displayed in health and social care contexts

INDICATIVE CONTENT

- Life stages: infancy; early childhood; later childhood; adolescence; adulthood; late adulthood; final stages of life and death
- Theories of lifespan development: stage versus open-ended theories; continuity versus discontinuity; static versus dynamic theories; idiographic versus nomothetic perspectives on personality
- Theories: behavioural; cognitive; psychodynamic and humanistic
- Theorists: Freud; Erikson; Maslow; Rogers; Beck; Piaget; other theorists as appropriate e.g. Buhler, Havighurst, Kohlberg, Gutmann, Lowenthal, Gould, Loevinger, Berne
- Theoretical perspectives related to group and individual human behaviour. e.g. perspectives related to human conditioning.
- Concepts associated with human behaviour, including personality, perception, learning, intelligence, attitude, motivation, communication and resistance.
- The relevance of perspectives and concepts associated to behavioural psychology in relation to the workplace, and their application to a Health and Social Care work environment.
- The diversity and impact of individual and group behaviour upon others in an organisational environment within Health and Social Care. E.g. conflict and team dynamics.
- Debate in social–psychological areas.

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate 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% (Presentation and Supporting Paper) (1000 words)

Students are required to produce a presentation demonstrating an understanding of concepts and theoretical perspectives related to lifespan development. The presentation shall be equivalent to 1000 words. The students will also produce a 1000 word supporting rationale for their presentation which makes use of relevant psychological research and academic content.

Assessment Component 2 – 50% (Written Assignment) (2,000 words)

Students are required to produce a written and logically structured reflective essay (2500 words) that will have a particular focus on the ways in which psychological theories are applied to health and social care practice, with particular emphasis on their own career goals.

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	BMHP4003	
Module Title	Psychology in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Griggs, R. A. (2014) <u>Psychology: A Concise Introduction</u> , Third Edition, Worth Publishers. Smith, J.R. and Haslam, S.A. (2012) <u>Social Psychology</u> , London: Sage Publications Ltd.	☐
Further	The Psychologist, British Psychological Society Occupational Psychology Work and Stress Personnel Psychology Journal of Managerial Psychology Journal of Personality and Social Psychology	☒
Further	www.bps.org.uk www.simplepsychology.org www.socialpsychology.org www.health-psychology.org.uk www.organisationalpsychology.com	☒

MODULE CODE: BMHP4002
TITLE: Social Policy in Health and Social Care
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to develop a sound knowledge of the legal framework, political influences, and the impact on healthcare practice.

LEARNING OUTCOMES

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

- Understand the significant historical and contemporary landmarks in social welfare provision
- Examine the origins of social policies and the impact of social policies on users of health and social care services
- Carry out an investigation into recent developments in health and social care policy.

INDICATIVE CONTENT

- Social policy: definition of; distinguishing social policy from organisational policy
- World War II and its effects on provision and attitudes to welfare: Beveridge and Bevan and the inception of the welfare state; the range of social policy e.g. income maintenance, employment and benefits, health, housing, social services, education
- Post-war: 'consensus' and differences e.g. the influence of Butler, Gaitskell; ending of
- consensus; The New Right and Thatcherism; 'New Labour' and social inclusion; devolution; personalised services
- Law making processes and the legislature
- Impact of European Legislation and the law making procedures of Europe
- Developments in community care legislation
- Impact of legislation on organisational policies and practices
- Relationship between legislation, policy and practice
- Ethics, law and professional codes of conduct within the field of healthcare
- Confidentiality, accountability, consent, capacity and justice, within the daily healthcare practice context.

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate 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% Individual Presentation and Supporting Paper (Practical) (1000 words)

Working in groups produce a 15 minute presentation and 1000 word supporting seminar paper demonstrating an understanding of one significant landmark in social welfare provision

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

Write a structured piece of work which investigates and evaluates one recent development in health and social care policy

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 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	BMHP4002	
Module Title	Social Policy in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Sealey, C (2015) <u>Social Policy Simplified: Connecting Theory and Concepts with People's Lives</u> Palgrave Macmillan London	☐
Further	Gallagher, A. & Hodge, S. (2012) <u>Ethics, Law and Professional Issues</u> . Basingstoke: Palgrave Macmillan	☐
Further	Office of Public Sector Information (2017) OPSI website [Online] Available from: http://www.opsi.gov.uk/	☒
Further	BMJ online British Journal of Psychotherapy and Counselling Journal of Educational Psychology. Mental Health Nursing Nursing Ethics	☒
Further	British Association of Social Workers: www.basw.co.uk British Institute for Human Rights: www.bihhr.org.uk Directgov online: www.direct.gov.uk General Social Care Council: www.gsccl.org.uk Nursing and Midwifery Council: www.nmc-uk.org Social Care Institute for Excellence: www.scie.org.uk	☒

MODULE CODE: BMHP4006
TITLE: Supporting Abilities and Behaviours
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to develop knowledge and understanding of persons living with disability or with specific needs in partnership with carers, other agencies and professionals, and to develop knowledge and understanding of promoting positive behaviour and responding appropriately to challenging behaviour.

LEARNING OUTCOMES

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

- Understand the principles of working inclusively with persons living with disability, challenging behaviour or specific needs
- Examine how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements
- Evaluate the promotion of positive behaviour and appropriate responses to challenging behaviour

INDICATIVE CONTENT

- Understanding of the principles of working inclusively with disabled children and young people and those with specific requirements
- Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively
- Characteristics of Service led models of provision and young person led models of provision
- Social and medical model of disability and effects on provision
- The importance and role of advocacy
- Working in partnership with families with disabled children or young people and those with specific requirements
- Overcoming barriers which restrict children and young people's access
- The importance of evaluating and challenging existing practice and becoming an agent of change
- How and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
- Roles and responsibilities of partners that are involved with disabled children and young people
- Engage with disabled children or young people

- Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
- Context and use of proactive and reactive strategies to promote positive behaviour
- Factors associated with challenging behaviours
- Effectiveness of proactive strategies on mitigating challenging behaviours

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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

100% coursework

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

Students will undertake a fifteen minute individual presentation which discusses and evaluates the role of both multiagency and multidisciplinary partnerships within the care of children and young people with disabilities. Students will also examine the role that the social model of service provision plays when in supporting and caring for this demographic. A structured 1000 word supporting paper which makes use of relevant theories and academic research shall also be submitted.

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

Students will write and examine a case study from their own workplace which provides an example of how positive and negative behaviour is responded to. Students will need to detail the experience and give recommendations for improvement. References to relevant theories should be included throughout.

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 strategies and responses to promote the positive behaviour of children and young people with specific needs and work closely with agencies and caregivers to sustain behaviour. The strategies help students meet the preferred health care choices of service users and their families.	

READING LIST

Module Code	BMHP4006	
Module Title	Supporting Abilities and Behaviours	
Classification	Reading List entry	Electronic*
Essential	Batshaw, M., Pellegrino, L. and Roizen, N. (2007) <u>Children with disabilities</u>, Brookes Publishing Co, Maryland. Shotton, G and Burton, S (2015) <u>Emotional Wellbeing – An Introductory Handbook</u> Speechmark Publishing; London Reid, G (2015) <u>Assessing Children with Specific Learning Difficulties: A teacher's practical guide</u> Routledge London The Kings Fund (2010) Encouraging healthy Behaviour (Available at https://www.kingsfund.org.uk/sites/files/kf/Library-reading-list-healthy-behaviour-Feb2010.pdf)	☐
Further	Teare, J (Editor) (2008) <u>Caring for Children with Complex Needs in the Community</u> Wiley-Blackwell, London	☐
Further	Woolley, M. (2004) How do they manage? Income and Expenditure of Families with a Severely Disabled Child. York: FamilyFund. http://www.communityequipment.org.uk/wp-content/uploads/How_do_they_manage11.pdf	☐
Further	British Journal of Learning Disabilities Journal of developmental and Physical Disabilities Early Years Developmental Journal Research in Developmental Disabilities	☒

MODULE CODE: BMHP4007
TITLE: Understanding Children and Young People's Development
DATED: 03/07/2019

LEVEL: 4
CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this module is to understand the theories relating to the development of children and young people, and to apply theoretical knowledge of development to enhance work with children and young people.

LEARNING OUTCOMES

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

- Identify and evaluate the process of observation and assessment.
- Understand the importance of the theoretical knowledge of child development to enhance work with children and young people.

INDICATIVE CONTENT

- The skills in observing and assessing children and young people's development.
- 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 the key principles of the work of a broad range of influential theorists.
- Influences on development and the differences between growth, development and maturation.
- The role of adults in supporting the development of children and young people through a range of appropriate activities and experiences.

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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% Observation (Practical) (2000 words)

Undertake a specified amount of observations over a given period of time on one child or young person that considers one or more area(s) of development, following appropriate ethical procedures.

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

Write a written assignment based upon these observations which considers theoretical perspectives of development and suggests ways to enhance future development of the child or young person

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 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	BMHP4007	
Module Title	Understanding Children and Young People's Development	
Classification	Reading List entry	Electronic*
Essential	Berk. L.E. (2012) <u>Child Development</u>. (9th Edition). Boston: Pearson Smith, P. K., Cowie, H. & Blades, M. (2015) <u>Understanding Children's Development</u> Chichester: John Wiley & Sons Ltd	☐
Further	Keenan, T. and Evans, S. (2016) <i>An Introduction to Child Development</i> (2nd Edition), London: Sage. Lindon, J (2010) <u>Understanding Child Development: Linking Theory and Practice</u>. 2nd Edition. London: Hodder Education May, P. (2011) <u>Child Development in Practice: Responsive Teaching and Learning from Birth to Five</u>. Abingdon: Routledge.	☒
Further	Child Care Health and Development Child Development Early Years Educator Education 3-13 5-7 years	☒
Further	www.ecrp.uiuc.edu www.education.gov.uk www.wales.nhs.uk www.who.int	☒

MODULE CODE: BMHP4008
TITLE: Workplace Practice: Children and Young People
DATED: 16/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to provide students with the opportunity to reflect on and develop their work based practice enhancing their personal and professional development.

LEARNING OUTCOMES

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

- Reflect on and evaluate personal and professional development within the workplace.
- Show evidence of the knowledge and skills required to work within health and social care.

INDICATIVE CONTENT

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

The strategies available for personal and professional development including identifying the strengths and weaknesses of individuals and producing personal development plans. Identify learners' individual learning styles through self-assessment.

The application of 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 and the policies that support this.

Students must demonstrate skills and learning based upon actions resulting from experiences in the workplace

LEARNING AND TEACHING STRATEGY

Knowledge and understanding of the concepts, associated with work based learning requires a balance of research and theoretical learning. Lectures will introduce the ideas and concepts and will allow students to engage in discussion surrounding relevant topics. However, for the further exploration of these topics workshop sessions and seminars are the most appropriate strategy.

Dedicated tutorial sessions will be provided to support learners in the building of the portfolio. Learning will also take place through the development of skills and knowledge in the work place.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15
Independent learning	30	15
Placement learning	120	70
TOTAL	200	100%

ASSESSMENT

Assessment component 1 - 100% Professional Portfolio (and log of hours)

Portfolio evidence equivalency (100%)

Students must produce a logically organised and structured professional portfolio which includes a wealth of evidence of their learning, progression, work experience outcomes and reflective accounts of practice. Timesheets evidencing the specified number of hours must be submitted or the portfolio will not be marked. Students will need to submit a log of completed hours to pass this module (usually 120).

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
This module will enable students to develop their skills, values and behaviours to enhance their future career aspirations and employability in order to support the community and economy by gaining appropriate employment within the health and social care workforce, as well as transferable skills for employment within other sectors. Students will develop the skills to empower them to work in partnership with others, to meet policy changes and the ongoing challenges faced by society. Students will develop their information, communication and skills required for inter-professional working enabling them to be more effective and sustainable in the use of resources for health care in the future.	

READING LIST

Module Code	BMHP4008	
Module Title	Workplace Practice: Children and Young People	
Classification	Reading List entry	Electronic*
Essential	Bolton, J.E.J. (2014) <u>Reflective Practice Writing and Professional development</u> (4th Edition) London: Sage Moss, B. (2015) <u>Communication Skills for Health and Social Care</u>, London: Sage	☐
Further	Burns, T. and Sinfield, S. (2012) <u>Essential Study Skills: The Complete Guide to Success at University</u> (3rd Edition) London: Sage Jackson, C. and Thurgate, C. (2011) <u>Workplace Learning in Health and Social Care</u>, Maidenhead: Open University	☐
Further	Howatson-Jones, L. (2013) <u>Reflective Practice in Nursing</u> (2 nd edition) London: Sage	☐
Further	Care Management Health and Social Work in the Community Journal of Communication	☐
Further	www.businessballs.com www.ccwales.org.uk www.palgrave.com/skills4stud www.skills4health.co.uk www.scie.org	☐

LEVEL 5

MODULE CODE: BMHP5009
TITLE: Children and Young People's Health, Wellbeing and Resilience
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L530

AIM

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

LEARNING OUTCOMES

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

- Explore health issues pertaining to children/young people to include maintenance of wellbeing and a healthy lifestyle
- Evidence awareness of health promotion models by evaluating their application and effectiveness
- Examine the implications of UK and WG policy initiatives on health and wellbeing promotion priorities on individuals and within the community

INDICATIVE CONTENT

- Identify and analyse key bio-psycho-social and socio-economic factors that may affect the health, well-being and resilience of children and young people
- Demonstrate knowledge of appropriate health promotion models and evaluate their applicability to a variety of situations
- Compare social policy and provision in place to protect children and young people's health, wellbeing and resilience on a local, national and global level
- Examine wellbeing of future generations act (2015) and the impact it will have upon children and young people in Wales
- Examine Current legislation, guidelines, policies and procedures regarding the safeguarding of children and young people: legislation applicable to own home country e.g. Children Act 1989, Children Act 2004, Every Child Matters (England), Legislation Children Act 1989, Education Act 2002, Children Act 2006; UN Convention on the Rights of the Child (1989) etc
- Understand how to work with children and young people to support their safety and wellbeing
- Support children and young people's self-confidence and self-esteem: Importance of supporting resilience: resilient children and young people are better equipped to resist stress and adversity, cope with change and uncertainty, recover faster and more completely from traumatic events or episodes; positive effects on long-term wellbeing

- Reasons to work with children and young people to ensure they have strategies to protect themselves: to help them assess risks; to enable them to make decisions; to give them independence
- Empowering children and young people to make positive and informed choices that support their wellbeing and safety

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% (Practical Event and Written Coursework) (1500 words)

Take part in an event (i.e. health fair, conference) which demonstrates practical knowledge of appropriate health promotion models in relation to the health, well-being and resilience of children and young people. Complete a 1,500 word write up which evaluates the applicability of models to a variety of situations.

Assessment Component 2 – 50% (Written Assignment) (2500 words)

Write an assignment which examines and evaluates the implications of UK and WG policy initiatives on health and wellbeing promotion priorities on individuals and within the community (i.e. WbFG Act 2015).

Assessment Summary

Activity type	Percentage
Written exam	0
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. Students will also be aware of the following: • Wellbeing • Participation • Empowerment • Inclusion	

READING LIST

Module Code	BMHP5009	
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: BMHP5004
TITLE: Children, Young People and Families
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L510

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

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

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

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

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

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

LEVEL: 5
CREDITS: 20

JACS CODE: L530

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

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

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

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

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

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

MODULE CODE: 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
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), 2nd 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, 7th 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</u>: (12th Edition) London: Churchill Livingstone Peate. I, and Nair, M. (2011) <u>Fundamentals of Anatomy and Physiology for Student Nurses</u>. Chichester: Wiley Blackwell	☐
Essential	Tucker, L. (2011) <u>An Introductory Guide to Anatomy and Physiology</u> . (5th Edition). London: Ems Publishing	☐
Further	McKinley. M., O'Loughlin. V. & Bidle. T. (2013) <u>Anatomy & Physiology: An Integrative Approach</u> . Maidenhead: McGraw Hill	☐
Further	www.getbodysmart.com www.bbc.co.uk/science/humanbody www.innerbody.com www.visiblebody.com/index.html	☐

MODULE CODE: 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 lecturers, 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	
Module Title	Leading and Managing Health and Social Care Teams	
Classification	Reading List entry	Electronic*
Essential	Sullivan, E.J. & Garland, G. (2013) <u>Practical Leadership and Management in Healthcare: for Nurses and Allied Health Professionals</u> Pearson: London Walton, A. & McKibbin, J. (2012) <u>Leadership and Management in Health and Social Care: Level 5 (Leadership & Management)</u> Pearson: London	☐
Further	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. Rees, G. & French, R. (2010) <u>Leading, Managing and Developing People</u>. Third Edition. London: CIPD Robinson, P., Chimay, C., Anumba, J. & Patel, M. (2010) <u>Governance and Knowledge Management for Public-Private Partnerships</u>. Wiley Blackwell. Thompson, N. (2015) <u>People Skills</u>. 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: BMHP5011
TITLE: Learning for Children and Young People
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L400

AIM

The aim of this module is to examine developments in learning and education, including historical, current and international perspectives.

LEARNING OUTCOMES

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

- Prepare and evaluate a planned learning opportunity for children and/or young people, justifying the rationale for the specified activity or experience.
- Examine and evaluate current developments within regional learning frameworks taking into consideration relevant theories and international perspectives.

INDICATIVE CONTENT

- The meaning of “Curriculum” from a historical, regional and international perspective.
- A range of contemporary theories and approaches to learning and the curriculum.
- Influences on learning and the principles of the early years and National Curriculum.
- Factors influencing the facilitation of positive learning experiences in a range of environments.
- Factors which support and hinder learning.
- The principles of the planning of learning experiences for a range of settings. Methods of assessment of learning.

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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

100% coursework

Assessment Component 1 – 50% Practical Activity Assignment (Practical) (2500 words)

Prepare an activity plan specifying a learning opportunity for children and/or young people which can be carried out within a particular work setting. Justify the rationale for the specified planned activity or experience, considering factors which facilitate a positive learning experience. Evaluate the plan and ensure pros, cons and conclusions are given to its overall effectiveness.

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

Students will produce a written assignment which describes and analyses current curriculum developments. Students must evaluate the influences of relevant theories and international perspectives on these developments.

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 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	BMHP5011	
Module Title	Learning for Children and Young People	
Classification	Reading List entry	Electronic*
Essential	Johnston, J. & Halocha, J. (2010) <u>Early Childhood and Primary Education: Readings and Reflections</u>. Maidenhead: Open University. Pound, L. (2011) <u>Influencing Early Childhood Education</u>. Maidenhead: Open University.	☐
Further	Gray, C & Macblain, S (2015) <u>Learning Theories in Childhood</u>. London: Sage Second Edition Rodger, R. (2012) <u>Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents</u>. Third edition. Abingdon: Routledge	☒
Further	5-7 years Children and young People Now Early Years Educator Education 3-13 Teaching Today	☐
Further	www.education.gov.uk www.nfer.ac.uk/ www.forestschoolorwales.org.uk www.standards.dfes.gov.uk http://wales.gov.uk	☐

MODULE CODE: BMHP5002
TITLE: Principles of Health and Social Care Practice
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L500

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.

LEARNING OUTCOMES

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

- Examine how principles of support are implemented in health and social care practice
- Critically evaluate the impact of policy, legislation, regulation, codes of practice and standards on organisation policy and practice
- Analyse the theories that underpin health and social care practice

INDICATIVE CONTENT

- Understand how principles of support are implemented in health and social care practice
- Principles of support: respecting individuality, rights, choice, privacy, independence, dignity, respect and partnership; equal opportunities; respecting diversity, Confidentiality
- Person-centred approach and protection from risk of harm: assessing risk to self and others; right of individuals to take
- Current policy: as relevant e.g. Every Child Matters, Rights to Action, Quality Protects, Children First; current policy guidance
- Current legislation, regulations and codes of practice: for example the 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 initiatives: changes to practice, development needs
- Explanations for the characteristics and circumstances of individuals: theories of human growth and development; managing loss and change; managing stress and behaviour
- Social processes and Health inequalities and the impact on services and geographical locational service delivery
- Nature of health and social care services in a diverse society

- Inter-professional working: significance of partnership working e.g. social care, education,

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% Written Assignment (Coursework) 2500 words

Students will select a department, organisation, authority or care provider within health and social care. A 2,500 word case study critique will be written which describes, analyses and evaluates the principles of support, policy and practice utilized within the chosen body, with recommendations given.

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

Students will write a 2,500 word document on the theoretical concepts and theories which underpin current practice within health or social care.

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	BMHP5002	
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 Bartley, M (2016) <u>Health Inequality: An Introduction to Concepts, Theories and Methods 2nd Edition</u> Polity Press; London	☐
Further	www.ccwales.org.uk www.dh.gov.uk/health www.health/online/online.co.uk www.wales.gov.uk www.who.org	☒
Further	Social Work Exeter: Learning Matters Community Care Journal Of social Policy Nursing Times	☒

MODULE CODE: BMHP5010
TITLE: Safeguarding Children and Young People
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L400

Aim(s):

The aim of this module is to understand the importance of key legislation that is relevant to United Kingdom (UK) and Wales affecting Welsh service provision, and to investigate policies and procedures to promote good practice relating to safeguarding children and young people.

Learning outcomes:

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

- Evaluate the importance of legislation relating to service delivery and the safeguarding of children and young people.
- Critically discuss the key issues involved in relation to the safeguarding of children and young people including the importance of the *voice of the child*.

Indicative content:

- The UK and Welsh legislative framework for service provision for safeguarding children and young people.
- Types and indicators of abuse.
- Assessment of risk.
- The theoretical perspectives, policies and procedures and research into child abuse, including the wider issues surrounding child protection.
- The importance of partnership working, including partnerships with parents, families and with other agencies.
- The perspectives of survivors and perpetrators of child abuse.
- The role of the Children's Commissioner and other voluntary organisations in providing a voice for the child.
- Role of educational establishments.

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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

100% coursework

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

Students will produce a written assignment which examines and evaluates historical and current social policy and provision which supports and safeguards the child in today's society.

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

Students will produce a written assignment which identifies and evaluates the sectors, agencies and organisations involved in the safeguarding of children and young people. Students will need to critically evaluate these processes and structures in relation to one specified example, case study or serious case review.

Assessment Summary

Activity type	Percentage
Written exam	
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 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	BMHP5010	
Module Title	Safeguarding Children and Young People	
Classification	Reading List entry	Electronic*
Essential	Brotherton, G., Davies H, and Gillivray, G (Eds) (2010) <u>Working with Children, Young People and Families</u>, London: Sage Lindon, J. (2016) <u>Safeguarding and Child Protection: 0-8 Years: Linking Theory and Practice</u> (5th Edition), London: Hodder Education	☐
Further	Blyth, M. and Solomon, E (2012) <u>Effective Safeguarding for Children and Young People: What Next After Munro?</u>, Bristol: Policy Press Cheminais, R. (2009) <u>Effective Multi-Agency Partnerships: Putting Every Child Matters into Practice</u>, London: Sage Powell, J and Uppal ,E.L. (2012) <u>Safeguarding Babies and Young Children: A Guide for Early Years Professionals</u>, Maidenhead: Open University	☐
Further	Child and Family Social Work Child Care, Health and Development Childhood Children and Society Health and Social Care in the Community	☐
Further	www.everychildmatters.gov.uk www.funkydragon.org www.unicef.org.uk www.childcomwales.org.uk	☐

MODULE CODE: BMHP5006
TITLE: Workplace Practice: Health and Social Care
DATED: 16/03/2017

LEVEL: 5
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to encourage learners to develop as practitioners by applying their understanding and skills to their own health and social care setting, and encourage learners to further develop self-critique and critical analysis in order to become reflective practitioners

LEARNING OUTCOMES

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

- Provide evidence of development of own skills, understanding and higher order thinking in relation to working with others in health and social care practice
- Examine in detail and critique the policies and procedures which govern their role within health and/or care

INDICATIVE CONTENT

- Own abilities and learning styles: planning cycle, practical skills, interpersonal skills,
- application to practice, level of performance, learning experiences and preferred learning style
- Professional development plan: for acquiring new skills, updating practice, learning, career development; three months, one year, five years

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15
Independent learning	30	15
Placement learning	120	70
TOTAL	200	100%

ASSESSMENT

100% coursework

Assessment Component 1 – 90% Written Assignment (Coursework) (4000 words)

Students will write an assignment which evidences critical self-critique and policy and practice analysis within the workplace. They are required to maintain a monthly log (or journal or blog) of work which includes examples of learning and a clear progression of skills from their first year of work placement or health and care setting. They should also select a clear evaluation of at least two case studies or experiences which have enhanced their progression as reflective practitioners. A log of specified hours (as relevant, usually around 140) must be submitted with this assignment to evidence work experience.

Assessment Component 2 – 10% Written Assignment (Coursework) (1000 words)

Students will select one area of legislation, or one policy or procedure within their own health and/or care setting to examine in detail and critique. The assignment should consider the historical context and need for the provision chosen, examine current use, and offer recommendations for improvement to practice for professionals.

Assessment Summary

Activity type	Percentage
Written exam	
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	BMHP5006	
Module Title	Workplace Practice: Health and Social Care	
Classification	Reading List entry	Electronic *
Essential	McPheat, M. (2010), <u>Effective Communication Skills</u>, (np): MDT Training and Ventus Publishing Apps Bolton, J.E.J. (2014) <u>Reflective Practice Writing and Professional development</u> (4th Edition) London: Sage	☐
Further	Burns, T. and Sinfield, S. (2012) <u>Essential Study Skills: The Complete Guide to Success at University</u> (3rd Edition) London: Sage Jackson, C. and Thurgate, C. (2011) <u>Workplace Learning in Health and Social Care</u>, Maidenhead: Open University	☐
Further	Howatson-Jones, L. (2013) <u>Reflective Practice in Nursing</u> (2nd edition) London: Sage Moss, B. (2015) <u>Communication Skills for Health and Social Care</u>, London: Sage	☐
Further	Care Management Health and Social Work in the Community Journal of Communication	☐
Further	www.businessballs.com www.ccwales.org.uk www.palgrave.com/skills4stud www.skills4health.co.uk www.scie.org	☒

MODULE CODE: BMHP5012
TITLE: Workplace Practice: Inter and Multi-Agency Working
DATED: 03/07/2019

LEVEL: 5
CREDITS: 20

JACS CODE: L400

AIM(S)

To encourage learners to develop as practitioners by applying their understanding, reflection and skills of inter and multi-disciplinary partnership and working to their own health and social care setting

LEARNING OUTCOMES

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

- Provide evidence of development of own skills, understanding and higher order thinking in relation to working with others in health and social care practice
- Examine in detail and critique the policies and procedures which govern their role within health and/or care
- Evaluate the importance of partnership working.

INDICATIVE CONTENT

- Own abilities and learning styles: planning cycle, practical skills, interpersonal skills,
- application to practice, level of performance, learning experiences and preferred learning style
- Professional development plan: for acquiring new skills, updating practice, learning, career development; three months, one year, five years
- The importance of partnership working and how this impacts on others in society. That partnership working needs to be underpinned by effective systems which ensures that information is passed on in a consistent manner.
- The theoretical models of team working including Adair's model.
- The characteristics of effective teams from a work based perspective and how these can be developed through feedback and support.
- The advantages of partnership working including the sharing of expertise and information, accountability, the audit trail, the means of recording key information for future reference.
- The consequences of ineffective team working and its implications on the lives of others.

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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% (Written coursework) (2000 words)

Students will provide a log of specified hours (as relevant, usually 140 hours) working within a team within a health or social care setting. Students must provide a self-reflective written critique of the experience, and their own role working within the team.

Assessment Component 2 – 50% (Written coursework) (3000 words)

Students will write an assignment which examines and evaluates the role of inter disciplinary and multi-disciplinary working within health and social care settings. Recommendations for improvement should be provided.

Assessment Summary

Activity type	Percentage
Written exam	
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	BMHP5012	
Module Title	Workplace Practice: Inter and Multi-Agency Working	
Classification	Reading List entry	Electronic*
Essential	Butler, J (2015) <u>Community Care Law and Local Authority Handbook</u> Jordan Publishing Limited London Jelphs, K. and Dickinson, H. (2008) <u>Working in Teams</u>, Bristol: PP in association with Community Care.	☐
Further	Anning, A. Cottrell, D Frost, N. Green, J. and Robinson, M. (2010) <u>Developing Multi- Professional Teamwork for Integrated Children's Services</u>, Milton Keynes: Open University Press Gasper, M. (2010) <u>Multi-agency Working in the Early years Challenges and Opportunities</u>: London: Sage Mckimm, J. and Phillips, K. (Eds) (2009) <u>Leadership and Management in Integrated Services</u>: Exeter: Learning Matters Stacey, M. (2009) <u>Teamwork and Collaboration in Early Years Setting</u>, Exeter: Learning Matters.	☐

LEVEL 6

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: BMHP6008
TITLE: Community Care and Development
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this unit is to develop understanding of the role the community plays within health and social care values, service delivery, policy and practice.

LEARNING OUTCOMES

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

- Examine and analyse the historical, current and future role of the community in health and social care service delivery and support
- Critically evaluate the health and social care roles within inter and multidisciplinary working and partnership within the local community
- Provide evidence of skills in engaging with the local community to promote or support health or social care initiatives

INDICATIVE CONTENT

- 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: projects and initiatives related to e.g. health, education, leisure, culture, crime prevention, care services, health and safety, fundraising, regeneration
- Diversity: religion; culture; sexual orientation; gender; age; disability; socio-economic status; demographics; environment; housing; lifestyle
- Strengths and support systems: individual, group and organisational; nuclear and extended family groups; self-help groups and networks; neighbourhood support; voluntary organisations; community forums; tenants associations
Job roles, practitioners, workers and managers working within health and social care within the community
- 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
- 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

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% Social Media Campaign and Peer Evaluation (Practical) 1500 words

Students will select an event, cause, charity, organisation or vulnerable group within their own community and create a social media campaign to raise awareness and provide information within their local area. Students will maintain records of the effectiveness of the campaign. Students will peer assess a partner students campaign and write a 1,500 word evaluation of impact the campaign has had within the community, giving clear recommendations for improvement.

Assessment Component 1 – 50% Written Assignment (Coursework) 3,000 words

Students will write a 3,000 word document which uses a journal article structure to give a background on the history of research, findings and current focus of their chosen topic within assignment one. Recommendations for future developments must 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 theoretical perspectives, legislative processes and approaches relating to community care and the importance of effective collaboration between partners, to enable service providers to better meet the needs of service users, using innovative and creative ideas to ensure sustainable person centred care is delivered. The module will empower students in expressing their views to inform sustainable change initiatives and to develop confidence in leading and supporting effective changes to service delivery through continuous professional development.	

READING LIST

Module Code	BMHP6008	
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: BMHP6016
TITLE: Contemporary Society and the Health of the Child
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM

The aim of this module is to demonstrate systematic knowledge and critical evaluation of an aspect of the health provision, response or role of the professional in relation to the health and / or well-being of children in contemporary society on a local, national and global scale.

LEARNING OUTCOMES

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

- Appraise the role and function of the UK Government and Welsh Government and in social and educational policy for child care support and provision
- Critically evaluate a policy initiative linked to a contemporary issue faced by children in today's society

INDICATIVE CONTENT

- The structure and function of the UK and Welsh Governments and their roles in developing child related policy.
- Childhood in context, including history, culture and politics.
- The concepts of health and wellbeing including ideological underpinnings of social policy in relation to child and family and the effects of social inclusion and exclusion.
- 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.
- Beliefs and values in child rearing practices.
- Culture and role in children.
- 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.

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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% Written Assignment (Coursework) (3000 words)

Students will appraise the development of the role of the UK and Welsh Governments and related agencies in developing child health policy in line with socio-economic factors.

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

Students will critically evaluate a specified process relating to a contemporary issue affecting the health and well-being of children in today's society and examine all impacts and implications.

Assessment Summary

Activity type	Percentage
Written exam	
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 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	BMHP6016	
Module Title	Contemporary Society and the Health of the Child	
Classification	Reading List entry	Electronic*
Essential	Baldock, P., Fitzgerald, D. & Kay J. (2016) <u>Understanding Early Years Policy</u>. London: Sage Corsaro, W.A. (2011) <u>The Sociology of Childhood (Sociology for a New Century Series</u>. 3rd Edition. London: Sage	☐
Further	Clark, R.M. (2010) <u>Childhood in Society for Early Childhood Studies</u>. Exeter: Learning Matters Jones, P. & Walker, G. (Eds) (2011) <u>Children's Rights in Practice</u>. London: Sage Pugh, G. & Duffy, B. (Eds) (2013) <u>Contemporary Issues in Early Years</u>. London: Sage	☐
Further	Welsh Government (2011) <u>Voices of Children and Young People in Wales Study: A qualitative study of Wellbeing among children and young people under 25 years old</u> [Online] Available at: http://wales.gov.uk/docs/caecd/research/110328voicescyp.pdf	☒
Further	Child Care Health and Development Early Child Development and Care Early Years and Development International Journal of Play Journal of Research in Childhood Education	☒
Further	www.childreninwales.org.uk www.funkydragon.org www.jrf.org.uk www.unicef.org/crc http://wales.gov.uk	☒

MODULE CODE: BMHP6012
TITLE: Continuing Professional Development
DATED: 16/03/2017

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to encourage learners to develop as practitioners by achieving a specified number of work place hours within a health and social care setting as well as developing a mentor relationship with a peer.

LEARNING OUTCOMES

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

- Utilise own development of own skills, understanding and higher order thinking in order to help others working in health and social care practice
- Analyse and critically evaluate the role of reflexivity, continuing professional development, policy and procedure, and management structures within their own within health and/or care role
- Provide evidence of hours gained in volunteer or employment, as well as mentor skills within a relevant workplace

INDICATIVE CONTENT

- Own abilities and learning styles: planning cycle, practical skills, interpersonal skills,
- application to practice, level of performance, learning experiences and preferred learning style
- Professional development plan: for acquiring new skills, updating practice, learning, career development; three months, one year, five years
- Support the implementation of coaching and mentoring activities
- Support needs of those working with peers as coaches or mentors
- Review of outcomes of coaching and mentoring in health and social care or children and young people's settings
- Impact of mentoring on practice
- Development of plans to support the future development of coaching

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15
Independent learning	30	15
Placement learning	120	70
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50% (Practical and Written coursework)

Students will undertake and evaluate a role as a mentor within the workplace. If this role is not possible within their current workplace a first year UWTSD student may be allocated. A log of specified mentor hours (as relevant, usually around 10), written breakdown of contact and reflexive description of support should be included. They will also utilise Personal and Professional Action Plans for themselves and their mentee. All the work will be presented in the form of Professional Portfolio

Assessment Component 2 – 50% (Written coursework) (3000 words)

Students will write an assignment which analyses and critically evaluates the role of reflexivity, continuing professional development, policy and procedure, and management structures in their own work place within the sector. Students will make a number of detailed recommendations to improve this role. A log of specified hours (as relevant, usually around 120) demonstrating volunteer or paid employment within health or social care must accompany this assignment as evidence of work experience.

Assessment Summary

Activity type	Percentage
Written exam	
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	BMHP6012	
Module Title	Continuing Professional Development	
Classification	Reading List entry	Electronic*
Essential	Jasper, M & Rosser, M (2016) <u>Professional Development, Reflection and Decision-Making in Nursing and Healthcare: Vital Notes (Advanced Healthcare Practice) 2nd Edition</u> Wiley Blackwell London Mullins, L.J (2013) <u>Management and Organisational Behaviour</u>, 10th Ed., England: Prentice Hall. Norhouse, P.G (2012) <u>Introduction to Leadership: Concepts and Practice</u>, Second Edition. London: Sage Publications Neary, S and Johnson, C (2016) <u>CPD for the Career Development Professional: A Handbook for Enhancing Practice</u> Trotman, London	☐
Further	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	Human Resource Management Journal Journal of Managerial Psychology People Management Journal Management Today	☐
Further	www.dti.gov.uk/bestpractice/management.leadership.ht. www.dh.gov.uk www.leadership-he.com www.organisationalpsychology.com www.wales.gov.uk	☒

MODULE CODE: BMHP6010
TITLE: Health Portfolio Dissertation
DATED: 16/03/2017

LEVEL: 6
CREDITS: 40

JACS CODE: L400

AIM(S)

The dissertation provides an opportunity for students to produce a substantial body of work which has been instigated, developed and produced as a consequence of their own initiative. The dissertation normally arises from individual interest or from a professional internship period, but will require the student to undertake an independent research investigation.

LEARNING OUTCOMES

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

- Develop a suitable and appropriate research proposal.
- Evaluate, select and apply relevant research techniques in both primary and secondary fields.
- Analyse rigorously the evidence gathered.
- Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.
- Produce an organised and structured document that adheres to academic convention.

INDICATIVE CONTENT

- Developing and structuring a research proposal: problem identification, formulating aims/hypotheses, sampling, ethical issues and the practicalities of design.
- Research principles and approaches (e.g. the research process, purpose, sources of data including primary/secondary research, quantitative/qualitative data, objective/hypothesis formation, reliability, validity, generalisability)
- Research design strategies, (e.g. action research, experiments, surveys, case studies, ethnography), their advantages and limitations, and their suitability to a variety of research contexts. Primary and Secondary research methods are suitable for this module depending upon agreement with Module Lead and First Supervisor.
- Data collection & sampling methods (e.g. interviews, questionnaires, observation), and their advantages and limitations in a variety of contexts.
- Data analysis of both qualitative and quantitative information, including the use of appropriate computer software, e.g. SPSS, Survey Monkey.
- Development of documentation for academic dissertations.
- Subject-specific content as required.

LEARNING AND TEACHING STRATEGY

Given that the aims and learning outcomes are to be achieved through independent study, the learning strategy is mainly student-driven; students will be expected to manage and implement their own research programme of study throughout the academic year. However, each student will be allocated a dissertation supervisor who will see him or her on a regular tutorial basis (typically weekly throughout the academic year) in order to monitor research progress and provide support and guidance.

Students will participate in an intensive research methodology programme at the commencement of the module. They will consider the variety of research methodological paradigms in the context of their own research study, which will support their production of a 1,500-2000 word research proposal.

In addition to the subject-specialist advice provided by supervisors, throughout the remainder of the year there will be occasional lectures to provide the general support for the development and structure of the dissertation documentation and IT workshops to support computer analysis of data, etc. Guidelines and progress deadlines will be given to students at appropriate times of the year in order to facilitate continued progress. Details of all dissertation procedures and processes will be outlined in a Dissertation Handbook given to each student at the start of the module.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	10%
Independent learning	360	90%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 – 10% Research Proposal (Coursework) (1500 words)

A written research proposal (coursework, 1,500 words) detailing the area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BSc final year research Dissertation. You must justify your chosen research methods.

Assessment Component 2 – 90% Thesis and Viva (Coursework) (10000 words)

A written thesis (coursework, 10,000 words) which makes use of relevant methodological and method constraints and produces a robust and sound conclusion and recommendations on the topic of your choosing. You will be required to present aspects of your work via a viva voce presentation upon request.

This will be assessed and may help with your final grade.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
The dissertation makes a contribution to the social capital analysis skill dimension of sustainability in communities. Due to the nature of study topic all students are forced to consider social impacts of their research, which will inevitably review sustainability and innovation. Each student is required to analysis research and ethical risks and demonstrate that they are minimising negative external impacts, both in the topic they choose to study and the methodology which they plan to adopt.	

READING LIST

Module Code	BMHP6010	
Module Title	Health Portfolio Dissertation	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H (2015) <u>Doing A Literature Review In Health And Social Care: A Practical Guide</u>, Open University Press, England Collis, J & Hussey, R (2013), <u>Business Research, A Practical Guide for Undergraduate and Post Graduate Students</u>, 4th Ed. Palgrave Macmillan: London Saunders, M., Lewis, P. and Thornhill, A. (2012) <u>Research Methods for Business Students</u>, 6th Ed., FT/Prentice Hall: Harlow	☐
Essential	Bell, J. and Waters, S (2014) <u>Doing Your Research Project: a guide for first time researchers in education</u>, Open University Press: Maidenhead Cottrell, S. (2011) <u>Critical Thinking Skills: Developing Effective Analysis and Argument</u>, 2nd Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke Denscombe, M. (2012) <u>Research Proposals: A Practical Guide</u>, Open University Press: Maidenhead	☐
Essential	Bryman, A (2012) <u>Social Research Methods</u> , OUP Oxford, England	☐

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 2nd Edition London Northouse, P.G. (2013) <u>Leadership Theory and Practice</u> (6th 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> (9th 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: BMHP6007
TITLE: Health, Wellbeing and Sustainable Development
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this unit is to critically examine theories, policies and developments relating to Health, Wellbeing and Sustainable Development on a local, national and global level.

LEARNING OUTCOMES

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

- Critically examine the importance and ubiquitous nature of health, wellbeing and sustainable development within past and present health and social care services
- Critically analyse the impact of policy, legislation, regulation, codes of practice and standards on Health, Wellbeing and Sustainable policy and practice on a local and national level
- Analyse data and provide recommendations for improvement to current Health, Wellbeing and Sustainable Development concepts on local, national and global level

INDICATIVE CONTENT

- Past and present definitions and concepts of health, wellbeing, and sustainable development within health and social care
- Evolution of sustainability
- 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

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% Written Assignment (Coursework) 3000 words

Students will draft a policy statement which critiques the current legislative responses in Wales to the concept of improving health, wellbeing, and sustainable development for the current and future population (i.e. WbFGA 2015). A breakdown of the policy selected should be included, as well as a full evaluation of the content, effectiveness and likely impact. Recommendations to improve the chosen policy must be included.

Assessment Component 2 – 50% Event and Critique (Practical) 3000 words

Students will plan and undertake, or source and take part in an event which raises awareness of chosen concepts within health, wellbeing or sustainable development on a community level. A critical summary of the event shall also be submitted which examines the role of the student / student group, and the outcome of the event. Recommendations for improvement must be included. Students shall be expected to take some responsibility in marketing the event.

Assessment Summary

Activity type	Percentage
Written	-
Coursework	50%
Presentation	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 directly link to health, wellbeing, and sustainable development within Wales and the UK, as well as on a global scale. Students will be able to create awareness of issues within these concepts as well as develop their own ideas and recommendations for future improvements.	

READING LIST

Module Code	BMHP6007	
Module Title	Health, Wellbeing and Sustainable Development	
Classification	Reading List entry	Electronic*
Essential	Davies, H. (2016). The Well-being of Future Generations (Wales) Act 2015: Duties or aspirations? Environmental Law Review, 41-56.	☐
Essential	Dolan, P., Layard, R., & Metcalfe, R. (2011). Measuring Subjective Wellbeing for Public Policy: Recommendations on Measures. London: Centre for Economic Performance.	☐
Essential	Bergdolt, K. (2008). <u>Wellbeing: A Cultural History of Healthy Living</u> . Cambridge: Polity Press.	☐
Essential	House of Commons. (2012). Measuring well-being and sustainable development: Sustainable Development Indicators. London: The Stationary Office Limited. Welsh Government. (2016). Well-being of Future Generations (Wales) Act 2016: The Essentials. Retrieved from www.gov.wales: http://thewaleswewant.co.uk/sites/default/files/Guide%20to%20the%20WFGAct.pdf	☐
Further	www.gov.uk www.ONS.co.uk www.un.org/en/	☒
Further	Enviornmental Impact Assessment Review Journal of Wellbeing Environmental Research and Public Health	☒

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

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The conceptual, theoretical issues considered by this module are suited to delivery by weekly lectures. However, further exploration of the topics addressed by this module will be facilitated through the use of seminar/tutorial sessions. From these sessions students will learn through the use of case studies, group work, discussion and debate and will also be encouraged to consider the topics raised through presentations to their peers. Lectures will enable students to gain knowledge and understanding of appropriate theory, research, legislation and key medical / caring terminology.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

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

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

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

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

Module Code	BMHP6009	
Module Title	Living With Care: The Older Person	
Classification	Reading List entry	Electronic*
Essential	Brooker, D. and Lillyman, S. (2013) Nursing & Health Survival Guide: Dementia Care (Nursing and Health Survival Guides) London: Pearson Fredman, G., Anderson, E, and Stott, J, (2010) Being with Older People: A Systemic Approach (Systemic Thinking and Practice) London: Karnac Books	☐
Essential	Van Soest, A. and Zaidi, A. (2010) Ageing, Health and Pensions in Europe: An Economic and Social Policy Perspective. Basingstoke: Palgrave MacMillan: Heathcote, J. (2011) Group and Individual Work with Older People. London: Kingsley	☐
Further	British Journal of Mental Health Nursing British Journal of Social Work Journal of community Nursing Journal of Psychiatric and Mental Health Nursing Journal of Social Work Mental Health Nursing Mental Health Practice Magazine	☐
Further	www.cieh.org.uk Chartered Institute of Public Health www.doh.gov.uk UK Department of Health www.doh.gov.uk/cmo Chief Medical Officer's website www.europa.eu.int European Union website www.fphm.org.uk Faculty of Public Health www.hda-online.org.uk Health Development Agency www.hpa.org.uk Health Protection Agency www.mind.org.uk/ www.nhs.uk Main NHS website www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	☒

MODULE CODE: BMHP6015
TITLE: Management of Resources
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to critically evaluate the dynamic environment and specific features of human and financial management, including processes and practical application within Health Management

LEARNING OUTCOMES

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

- Critically evaluate the various sources of finance of Health and Social Care / Health Management, and the implications of changes in organizational structure and budgets upon service users and service delivery
- Critically evaluate the role of the political sector in management of resources within public healthcare

INDICATIVE CONTENT

- The dynamic environment in Health and Social Care / Health Management and the impact on management activity
- Human resourcing within healthcare
- Strategic decision making processes and consideration for effective implementation
- Key corporate objectives to meet service delivery with reducing resources
- Role of collaborative and partnership working
- Role of performance management techniques as a strategic tool for monitoring, review and decision making.
- Change management in technological processes and the effect of available resources. Plans and practical application of Corporate Social Responsibility within Health and Social Care / Health Management. Sustainability - People, Profit, Planet
- Social policy and political influence
- Political ideology and the impact on resources within the NHS
- Historical background of links between service budget cuts and political party evolution

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% Examination (Written Exam)

Students will undergo a written examination which asks for description and critique on the various sources of finance and human resourcing of Health and Social Care / Health Management, and the implications of changes in organizational structure and budgets upon service users and service delivery

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

Students will report on the impacts and links between political landscape and management of human and financial resources within public healthcare.

Assessment Summary

Activity type	Percentage
Written	-
Coursework	100%
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	BMHP6015	
Module Title	Management of Resources	
Classification	Reading List entry	Electronic*
Essential	Flynn, N and Asquer, A (2016) <u>Public Sector Management</u>, Pearson Education: London McConnell C.R (2012) <u>The Health Care Manager's Human Resources Book</u> Jones and Bartlett London	☐
Essential	Crane A and Matten D (2010) <u>Business Ethics</u> 3rd Edition Oxford Press Visser, W. Matten, D. Pohl, M. Tolhurst, N. (2010) <u>A-Z of Corporate Social Responsibility</u>. Wiley Publishers. UK	☐
Essential	Accountancy Accountancy Age Financial Management Local Government Chronicle Public Finance Public Finance & Accountancy Public Money & Management	☒
Further	www.wales.gov.uk www.woa.gov.uk www.wlga.gov.uk www.acca.co.uk www.cipfa.org.uk www.businessrespect.net www.corporateculture.co.uk www.csrwire.com	☒

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

LEVEL: 6
CREDITS: 20

JACS CODE: L530

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

100% coursework

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

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

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

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

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

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

READING LIST

Module Code	BMHP6006	
Module Title	Mental Disorders and Psychopathology	
Classification	Reading List entry	Electronic*
Essential	Jones, R. (2016) Mental Capacity Act Manual Sweet and Maxwell Phillips, P., Sandford, T. & Johnston, C. (2013) Working in Mental Health: Practice and Policy in a Changing Environment. Oxon: Routledge	☐
Further	Brown, K. (2010) Vulnerable Adults and Community Care (Post-Qualifying Social Work Practice) Exeter: Learning Matters Harper, D. & Thompson, A. R. (2012) Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners. Chichester: Wiley Blackman Rogers, A. & Pilgrim, D. (2010) The Sociology of Mental Health and Illness Fourth Edition. Maidenhead: McGraw-Hill	☐
Further	British Journal of Learning Disabilities British Journal of Mental Health Nursing Journal of Learning Disabilities Mental Health Nursing Mental Health Practice Magazine	☒
Further	www.hpa.org.uk Health Protection Agency www.mind.org.uk/ www.nhs.uk Main NHS website www.statistics.gov.uk National Statistics Online www.who.int World Health Organisation	☒

MODULE CODE: BMHP6017
TITLE: Perspectives on Child Pedagogy and Development
DATED: 03/07/2019

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM

The aim of this module is to enable the student to evaluate a range of influences and factors affecting the growth and pedagogical development of children and young people in order to promote their health, wellbeing and development.

LEARNING OUTCOMES

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

- Critically analyse factors affecting the growth and development of children and young people
- Examine and propose strategies for the role of health, care and family and services in promoting health, well-being and development of the child.

INDICATIVECONTENT

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

- Social policy and family care.
- Human development theories.
- Influences and factors affecting growth and development from a range of perspectives.
- Characteristic needs at different stages of childhood.
- Uniqueness and individuality in childhood.
- Strategies and organisations to support child development and family care.
- Interventions to support child development and family care.

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 discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources 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% Poster Presentation and Supporting Paper (Practical) (2000 words)

Produce a poster presentation with a commentary about one particular aspect of the pedagogical development of children and young people. A structured 2000 word supporting paper which includes relevant academic research and information must also be submitted.

Assessment Component 2 – 50% Written Assignment (Coursework) (3000 words)

Examine and propose strategies for the role of health, care and family and services in promoting health, well-being and development of the child.

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 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	BMHP6017	
Module Title	Perspectives in Child Pedagogy and Development	
Classification	Reading List entry	Electronic*
Essential	Berk. L.E. (2012) <u>Child Development</u>. (9th Edition). Boston: Pearson Smith, P. K., Cowie, H. & Blades, M. (2011) <u>Understanding Children's Development</u>. Chichester: John Wiley & Sons Ltd Sharma, A (2014) <u>Mary Sheridan's From Birth to Five Years: Children's Developmental Progress</u> Routledge	☐
Essential	Welsh Assembly Government (2005) <u>The National Service Framework for Children & Young People</u>. [Online] Available at: http://www.wales.nhs.uk/sites3/Documents/441/EnglishNSF_amended_final.pdf Welsh Government (2011) <u>2011 Children and Young People's Wellbeing Monitor for Wales</u> [Online] Available at: http://wales.gov.uk/docs/caecd/research/110328cypmonitoren.pdf	☐
Further	Bruce, T. (Ed) (2010) <u>Early Childhood: A Guide for Students</u>. London: Sage Lindon, J. (2010) <u>Understanding Child Development: Linking Theory and Practice</u>. London: Hodder Education Neaum, S (2010) <u>Child Development for Early Childhood Studies</u>. Exeter: Learning Matters Parker-Rees, R., Leeson, C., Willan, J. & Savage, J. (Eds) (2010) <u>Early Childhood Studies</u>. Exeter: Learning Matters	☐
Further	Child Care Health and Development Child Development Early Child Development and Care Early Years and Development Journal of Research in Childhood Education	☒
Further	http://ecrp.uiuc.edu www.autism.org.uk www.nhs.uk http://wales.gov.uk www.who.int	☒

MODULE CODE: BMHP6011
TITLE: Research Project
DATED: 16/03/2017

LEVEL: 6
CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to develop skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to Health and Social Care / Health Management.

LEARNING OUTCOMES

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

- Initiate and carry out a project that is of strategic relevance to Health and Social Care/ Health Management / Children and Young person sector
- Undertake a systematic secondary analysis of information and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgments to achieve a solution.

INDICATIVE CONTENT

- The external or internal influences that impact upon Health and Social Care/ Health Management ability to serve and bring about change and innovation;
- Research formulation: aims and objectives; rationale for selection; methodology for data collection and analysis.
- Progressing research projects from initial idea to the presentation of persuasive, pertinent and actionable reports;
- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, government, Health and Social Care / Health Management information that serves to increase the credibility of projects;
- Relative merits of secondary research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations;
- Presenting results clearly and professionally, drawing realistic and meaningful conclusions from data collected; recommendations including costed (where applicable) and timed implementation plans

LEARNING AND TEACHING STRATEGY

The module will be delivered and assessed over one academic year. The module will be facilitated and supported by technology enhanced learning (TEL) and traditional teaching and learning methods.

The first part of the module will be didactic and predominantly led by the module tutor. These sessions will incorporate the teaching of research and project management tools and techniques.

In the next phase of the module students will be required to formulate and finalise their project ideas, students will be given guidance on the topic area selected to ensure practical application of the theory. Their project ideas will be presented in the form of a project initiation document (PID). Tutorial sessions will be employed to discuss progress, problems, the way forward and are intended to encourage the students to take responsibility for the successful completion of their report in terms of: delivering upon the aim and objectives set out in their PID; and in relation to the pre-set marking criteria.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 10% Research Proposal (Coursework) 1500 words

A written research proposal (coursework, 1,500 words) detailing the area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BSc final year research project. Produce a research proposal in which you introduce and justify your chosen research.

Assessment Component 1 – 90% Thesis and Viva Voce (Written Assignment) 5000 words

A written thesis (coursework, 5,000 words) which makes use of relevant methodological and method constraints and produces a robust and sound conclusion and recommendations on the topic of your choosing. You may be required to present aspects of your work via a viva voce presentation if requested. This could have a positive impact on your grade.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
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READING LIST

Module Code	BMHP6011	
Module Title	Research Project	
Classification	Reading List entry	Electronic*
Essential	Aveyard, H (2015) <u>Doing A Literature Review In Health And Social Care: A Practical Guide: A Practical Guide</u>, Open University Press, England Collis, J & Hussey, R (2013), <u>Business Research, A Practical Guide for Undergraduate and Post Graduate Students</u>, 4th Ed. Palgrave Macmillan: London Saunders, M., Lewis, P. and Thornhill, A. (2012) <u>Research Methods for Business Students</u>, 6th Ed., FT/Prentice Hall: Harlow	☐
Essential	Bell, J. and Waters, S (2014) <u>Doing Your Research Project: a guide for first time researchers in education</u>, Open University Press: Maidenhead Cottrell, S. (2011) <u>Critical Thinking Skills: Developing Effective Analysis and Argument</u>, 2nd Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke Denscombe, M. (2012) <u>Research Proposals: A Practical Guide</u>, Open University Press: Maidenhead	☐
Essential	Bryman, A (2012) <u>Social Research Methods</u> , OUP Oxford, England	☐